DOCUMENT RESUME

ED 244 517 FL 014 365

AUTHOR Stocking, Sally Elizabeth
TITLE Art Activities for the ESL Classroom.
PUB DATE Sep 83
NOTE 129p.; M.A. Thesis, School for International Training, VT.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Dissertations/Theses - Master Theses (042)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Art Activities; Class Activities; *Classroom Communication; *English (Second Language); *Grammar; Integrated Activities; *Second Language Instruction; *Writing Skills

ABSTRACT

Seventeen art activities are suggested for use in the intermediate-level class of English as a second language to review specific grammar points, provide conversation practice, and improve writing skills. In these art activities, students create their own visual aids and use them for a variety of language activities, such as: creating a family tree, giving directions to a hidden treasure, drawing pictures corresponding to prepositions, printing news headlines of 2040 A.D., creating an advertisement, creating a machine, creating a monster, making a poster for a cause, completing and describing a free-form picture made with string and ink, making a gameboard, making a self-portrait collage, writing an obituary, constructing a book cover, making a wish-picture, imagining and discussing a terrible hazard, creating a story from individual student drawings, and role-playing authority situations with finger puppets. In the description of each activity, the following information is provided: language skills reviewed; time required; number and grouping of students; general idea involved; presentation method; the time materials, preparation, and directions for the art activity portion; the time, preparation, directions, and follow-up for the language activity portion; further related activities; and illustrations of possible results. All activities are intended to use no more than half a 60-minute class period. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED244517

Art Activities for the ESL Classroom

by

Sally Elizabeth Stocking
B.A. Lake Erie College 1964

Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont.

September 1983

FL014365

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sally Stocking

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

copyright
Sally Elizabeth Stocking
1983

This project by Sally Elizabeth Stocking is accepted in its present form.

Date_____

Project Adviser_____

Project Readers_____

_____

Acknowledgements:

I would like to thank Jeanne McWaters for the idea behind Create a Machine and Create a Monster, Carol Miller for the idea behind Treasure Island and Book Cover, Wilma Johnson for the idea behind Obituary, Penny James for the idea behind Hazards, Craig Howard for one of his suggestions in Hazards and the idea behind Gameboard, Virginia Davis and Ellen Viereck for the idea of using puppets in Authority Figures, and Bonnie Mennell's workshop on "Pronunciation as Melody" for the idea behind Singing Syllables. I also want to thank Lucille Leamon, Kandace Einbeck, and David Stocking for many ideas they gave to me which I hope to work up into art and language activities at a future date.

Special thanks go to my adviser, Kathleen Graves, to my readers, Virginia Davis and Lani Wright, to my students in Mexico, and to Fred Stocking and Sarah Louise Maconga for their help with the illustrations. More thanks go to Dad and Carol for letting me live in their house while I wrote this IPP, and to Dad for assisting me with the typing and proofreading of this final copy of Art Activities for the ESL Classroom.

I would like to dedicate this effort to the memory of my mother, Sarah Louise Noble, who, if she were still here, would have been able to give me many more ideas to work with and would have enjoyed the whole process of my putting this together as much as I have!

TABLE OF CONTENTS

Introduction..... p 1

Notes to the Teacher..... p 8

Family Tree..... p 9
vocabulary for family members,
yes/no questions

Treasure Island..... p 16
giving directions to a
location

Prepositions! Prepositions!..... p 24
prepositions of location

News Headlines: 2,040 A.D. ..... p 31
simple past, answering
"wh" questions

Advertisement..... p 35
use of imperative,
persuasion

Create a Machine..... p 40
suggestion, advice, persuasion,
imperative, third person singular,
simple present

Create a Monster..... p 47
advice, persuasion,
answering "wh" questions

Making a Poster for a Cause..... p 51
use of imperative,
persuasion

Pull the String..... p 57
use of narrative with dialogue

Gameboard..... p 65
imperative, third person singular,
simple past, two-word verbs

Self-Portrait Collage..... p 73
"wh" questions, giving personal
information

Obituary..... p 80
simple past

Book Cover..... p 84
writing a biography,
writing a summary

Wish Picture..... p 91
use of remote (simple past)
with "wish" and conditional

Hazards..... p 96
use of conditional in conversation
practice

Singing Syllables..... p 101
stress and intonation of
multisyllabic words,
vocabulary building

Authority Figures..... p 106
use of proper register,
polite requests, commands,
advice

Notes Concerning Art Materials..... p 116

Abstract: Teachers often use visual aids in language teaching. In the art activities presented in this paper, students involve themselves in creating their own visual aids, e.g., pictures, collages, and puppets, and use them as a basis for expressing themselves in various language activities. The seventeen art activities in this paper can be used to review specific grammar points, to provide practice in conversation, and to improve writing skills. Designed for intermediate English conversation students, these art activities are intended to involve no more than half of a sixty-minute class period.

ERIC descriptors

English (Second Language)

Art Activities

Integrated Activities

INTRODUCTION

I have never known a child who could not talk eagerly about a picture he has drawn. A very small child can make delightful but incomprehensible lines on a piece of paper, yet, when prodded by the tactful question, "Can you tell me about your picture?" can go on indefinitely, telling you in incredible detail just what those few wiggly lines are all about. Similarly, whenever people of any age make or do anything such as constructing a deck on a house, rebuilding an old car, making a quilt, or planting a garden, they like to talk about it. Because they are deeply involved in what they are doing, and have made something which they can show to other people, they have something to talk about. When I taught art at the elementary-school level, children immediately became engaged in conversations about what they were drawing as soon as they were assigned an art activity. Through their conversations they also obtained ideas for what they were drawing and learned how to make or do various aspects of the art activities from their classmates.

As an art teacher, I once took a summer course called "Integrating the Arts in Education". As students we spent our time performing art activities that could later be used in elementary-school classes in connection with other subjects being taught. We put as much work and enthusiasm into our assignments as young children would. We did not feel as though we were being treated as children, however, by being asked to perform these art activities. For example, in one

activity we made paper parts for a machine and then assembled them. This involved a great deal of group discussion and we thoroughly enjoyed putting the machine together and the way the machine looked when it was finished. Because I enjoyed this activity so much, I decided to try it with my adult students in Mexico, adding to it a structured language activity. The Mexican students were very receptive to this activity, so I developed a number of similar activities for them, saving these classes for Fridays. I was much pleased with the response of my students. In putting together the machine, the students worked well together and had an opportunity to use their knowledge of technical English in a meaningful way. It is because of these two adult English conversation classes in Mexico, where I combined art and language activities, that I proposed the idea of creating more art and language activities for an Independent Professional Project (IPP).

We teachers enjoyed our summer class, and the students enjoyed their classes in Mexico; but I think it is not unreasonable to expect some adults to feel self-conscious about attempting an art activity. It is therefore important to emphasize the appropriate spirit needed in approaching these activities. There is certainly no right or wrong way to draw. All efforts are equally acceptable. Since the art activities should be seen as a way to help the students review grammar points or practice writing and conversation skills, no high standard of art work should be expected, although admittedly such a standard is often self-imposed.

The teacher might show two or more samples of an art activity to the class, one simple, one or two more complex, in order to suggest to the students the range of possibilities. The teacher might also demonstrate the activity. Ideally, the teacher will have practiced these projects beforehand.

Most of the examples in this IPP have been done by myself. I spent more than thirty minutes on many of them and I used much detail. However, it is probably better if the language teacher provides a simple example he has done himself so the students will not feel in any way intimidated by the art activity. In my "Presentation to Students" for the News Headlines: 2,040 A.D. activity I have tried to define the spirit in which all of the activities should be approached.

I have developed, for this IPP, seventeen art and language activities which appear roughly in the order of increasing difficulty. I see these activities as supplemental practice or review of language that has already been learned. These activities are designed for an intermediate level of comprehension and command of the English language. They have been developed with certain students in mind, namely those students who may have studied English in school but have not had much practice in using English in conversation or writing. There are also activities, however, which could be used in a beginning class: Family Tree, for practicing family members vocabulary; Treasure Island, for practicing giving directions; and Prepositions! Prepositions!, for practicing prepositions of location. There are also some activities which could be

used in a more advanced class: Gameboard, which combines several grammar points including the simple past, two-word verbs, and imperatives; Making Posters for a Cause, which emphasizes imperatives and the art of persuasion; and Authority Figures, for practicing proper register in social situations involving authority figures. Other language skills reviewed are the use of the conditional, writing narrative with direct quotations, the stress and intonation of multi-syllabic words, and "wh" questions. These activities have been designed for classes that have flexible schedules which can include activities such as these.

In the format I have used, there are two sections, "Presentation to Students" and "Directions", where I appear to be putting words into the teacher's mouth. My intention is to give the teacher guidelines which include the information students will need to know and which might help to stimulate their imaginations. Once a teacher feels comfortable with the "Idea", he can explain it in his own way. The "Presentation to Students" has been included for those teachers who may be trying to use an art activity for the first time. It is meant to help those who feel they need it. A teacher should read "Presentation to Students" and then imagine himself talking to his class about what they are going to do. The language used in the actual presentation will often have to be simplified, repeated, demonstrated by actually doing what is being asked of the students, or made clear by showing the students more than one example of the possible results of the art activity.

For teachers who are comfortable with art activities, I hope this JPP will be a vehicle for devising a variety of new ideas on their own. The activities can, of course, be used with children. The decision as to which activity to use should be made by the ESL teacher according to the nature of his class.

These activities are intended to be back-up lessons to reinforce material already taught and mastered. Their purpose is not to introduce language, but to review it. For example, Treasure Island has been designed to review how to give directions. The teacher should be prepared to give examples of the language to be reviewed. This does not mean that other points will not, or cannot, be made in these classes. If a student says, for example, "Go on the bridge" instead of "Go over the bridge," time will have to be taken to work on prepositions that are frequently used in giving directions.

"Time" has been specified in the activity formats. I have based the time on a sixty-minute class period, and, of course, it is meant to indicate the approximate time each activity will require. The time factor is a difficult thing to anticipate or control in an art activity. There will be students who will put minimum effort into an art activity or do a fine job but finish quickly. Others will become totally absorbed and will not want to stop. Unfortunately, art is something that cannot be timed to suit everyone. I have never known the time factor not to be a problem.

For this reason, whenever the art activity can be assigned as homework, when there is a guarantee that it will be done and no valuable language experience will be lost by not working

with other people, it should by all means be assigned as homework. Then the time factor for art activities can be more individually controlled. Other activities, such as Gameboard, which are best done in the classroom, could be worked on for several days, possibly during the last ten minutes of each class.

Furthermore, because of the time factor involved, the art and language activities could be presented together so that if someone finished the art activity quickly and would benefit from going right into the language activity, he could do just that. Or all the students could be allowed the same amount of time for each activity.

"Further Activities", which are suggested at the end of each project, can be developed by the ESL teachers for other classes. The art work can be saved in a folder. Most students enjoy their art work and would enjoy using it for more than one activity.

As I present these activities, I think of cookbooks and how they are used. I know people who follow recipes exactly and would not even bake a particular dish if a particular minor ingredient, such as a spice, were not available. I know other people who can look at a recipe and use it as a starting point but will improvise and change ingredients, creating something altogether new and different. I think that all of us, whether prescriptive or creative with cookbooks or teaching, prefer step-by-step instruction and explicit details in areas where we are not sure of ourselves.

Then, as we feel more comfortable, we feel more free to improvise.

In the area of art activities I have tried to write in a more prescriptive fashion for teachers who feel apprehensive about using art activities in class. My hope is that in being prescriptive I will encourage more ESL teachers to try these art and language combinations, and, as they eventually become comfortable in using these activities, they will feel free to improvise on their own.

NOTES TO THE TEACHER

The art activities should always provide language experiences. Teachers can help facilitate this by anticipating the words and phrases students might need while talking about what they are doing. A permanent list could be visible while the students are doing each activity and new phrases could be added as needed.

Please pass me the scissors.

May I have the red marker when you are finished with it?

Thank you.

You're welcome.

May I have another piece of paper? I want to begin again.

Does anyone have a brown crayon?

I made a mistake.

I like your picture very much.

Did I do this right?

May I help you?

Do you want this one?

I'm finished. What do I do now?

This is too small.

This is funny!

Please help me.

Who has the black pen?

Have I done enough on this?

May I begin the language activity now?

NAME OF ACTIVITY: FAMILY TREE

Language Skills Reviewed: vocabulary for family members, yes/no questions

Time: one class period (The art activity can be done for homework.)

Number of Students: individuals for the art activity, and small groups for the language activity

Idea: The idea is to make a family tree or a picture that shows a student's relatives for three generations. Then the students will talk about their own families and ask questions of each other.

Presentation to Students: "You are going to make a picture of your family which is known as a family tree. You will limit yourself to three generations unless your family is large. Two generations will be enough if your family is large. Then we will have a chance to talk about our families together."

ART ACTIVITY

Time: one half of a class period (This can be done for homework.)

Materials: pencils, erasers, sharpeners, rulers, 9 x 12 drawing paper, pens, markers

Getting Started: Have an example of a family tree handy. Usually family trees are not illustrated; they are the names of family members written on a graph to indicate their relationships to each other. People's names and stick figures or simple faces with lines connecting them

to indicate relationships are all that is necessary for an example of a family tree.

Directions: "Make a picture of your family which shows three generations. Use simple pictures to indicate male or female and make little individual characteristics with color or simple drawing."

LANGUAGE ACTIVITY

Time: one half of a class period

Getting Started: Have a vocabulary list handy for the students to refer to, such as great-grandfather/grandmother, aunt, uncle, cousin, son, daughter, brother, sister, step-mother, sister-in-law, and so on. Demonstrate for the students by telling about your own family. For example: "This is my sister. Her name is Kathryn. She is remarried and has three children. Their names are Elizabeth, who is the first child and who just became engaged, John, who is the second child, and Sarah, who is the third child. Her new husband is Fran. The family has two cats named Stosh and Stella."

If there is time left over, then the students can ask yes/no questions for more information about each other's family. Have a list of sample questions ready.

Do you all have blue eyes?

Do you miss your family?

Are you lonely living alone?

Do you live in the same house with your family?

Do you like cats?

Is your mother alive?

Is your brother handsome?

Does everyone in your family teach school?

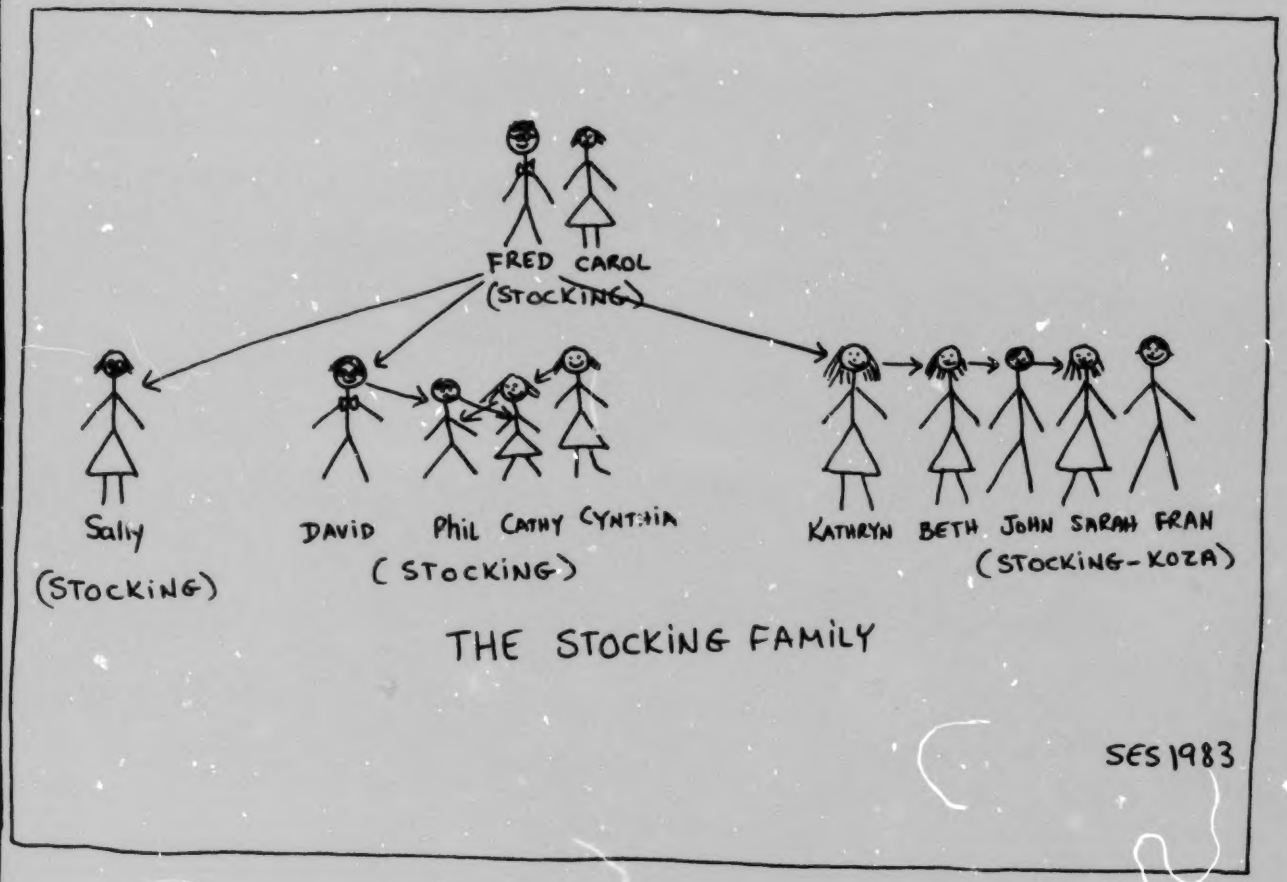
Directions: "Write the names of the people in your family under their pictures. Write their ages if you want to. Tell the people in your group who the people in your family are. Tell them how they are related to you. When you have finished telling people about your family, each person in your group can ask you a yes/no question about your family."

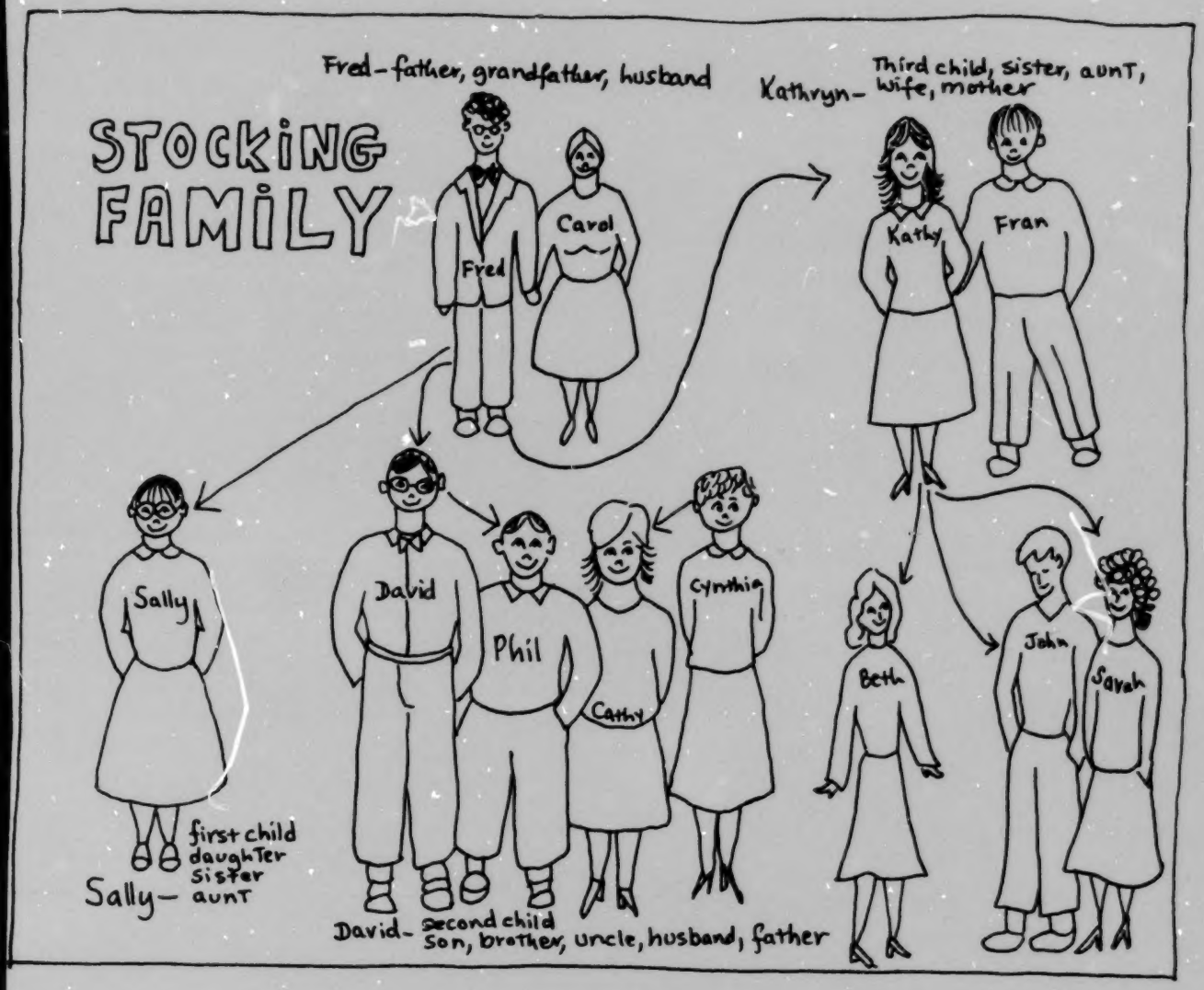
Follow-up: Post the family trees on the wall for the whole class to see.

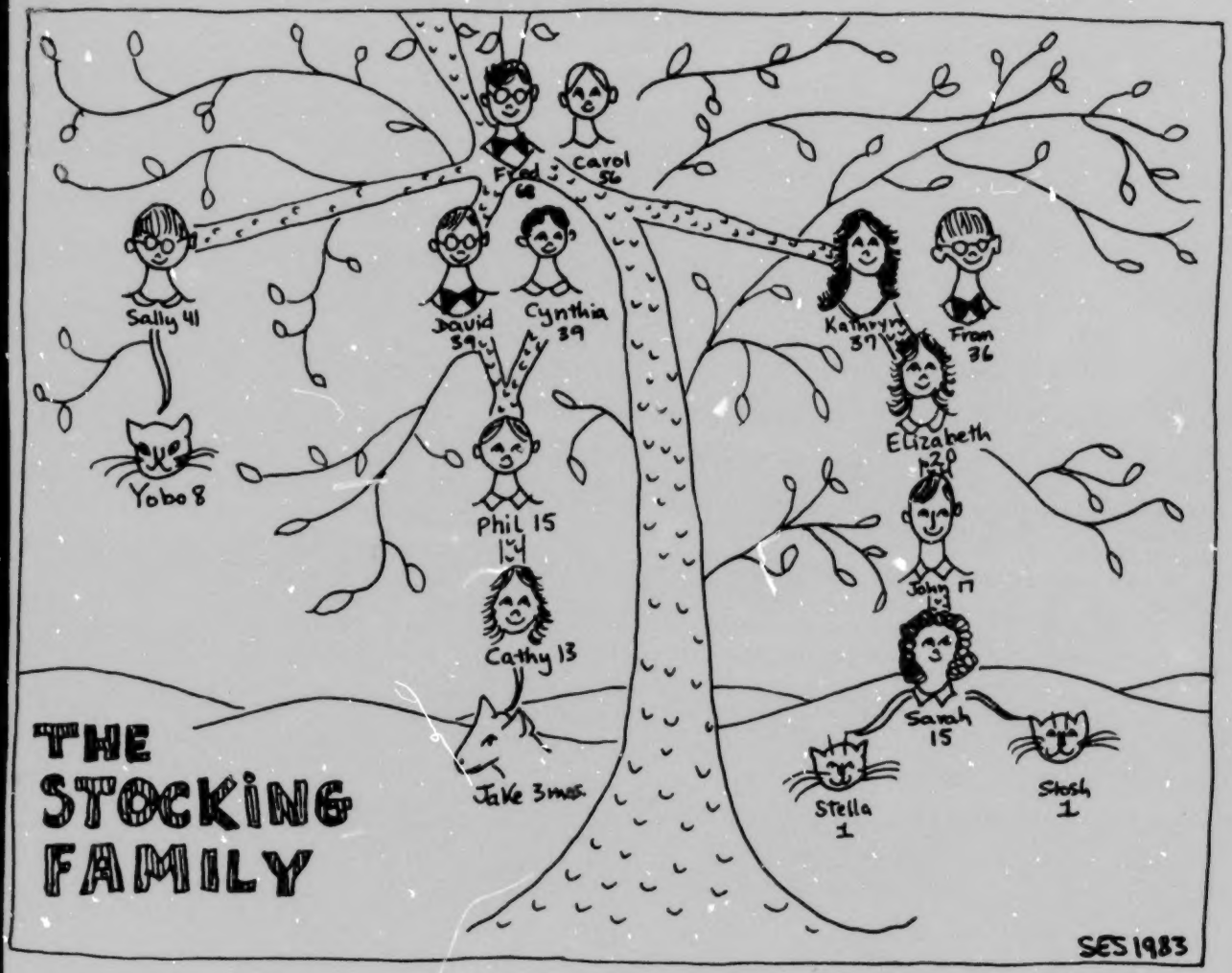
Further Activities: Select a few family members to talk about. Practice using different verb tenses. For example, practice the simple past: "My brother played football at Bowdoin College twenty years ago." Practice the simple present: "My niece visits her fiancé every weekend." Practice the future perfect: "My cat will have lived with me for nine years this coming May."

Do a writing exercise by giving the history of your family.

Practice "wh" questions by asking other students about their families. For example, "Where does your brother live?" and "What does your sister do for a living?"


FRED CAROL
(STOCKING)
Sally
(STOCKING)
DAVID Phil CATHY CYNTHIA
(STOCKING)
KATHRYN BETH JOHN SARAH FRAN
(STOCKING-KOZA)
THE STOCKING FAMILY
SES 1983


STOCKING FAMILY
Fred-father, grandfather, husband
Kathryn- Third child, sister, aunT, wife, mother
Fred
Carol
Kathy
Fran
Sally
David
Phil
Cathy
Cynthia
Beth
John
Sarah
Sally- first child daughter sister aunT
David- second child son, brother, uncle, husband, father


THE STOCKING FAMILY
Fred 68
Carol 56
Sally 41
David 39
Cynthia 39
Kathryn 37
Fran 36
Elizabeth 20
John 17
Sarah 15
Phil 15
Cathy 13
Yobo 8
Jake 3mos.
Stella 1
Stosh 1
SES 1983

POSSIBLE RESULTS

"In my family there is my father, Fred, who remarried last September. His wife's name is Carol. I am the oldest child. I live with my cat, Yobo. I have a brother, David, who is married to Cynthia. They have two teen-age children, Phil and Cathy. They have a new dog named Jake. I also have a sister who is four years younger than I am. She has three children. Elizabeth, who is her oldest child, has just become engaged to Joe. Then there are John, who is the second child, and Sarah, who is the third child. The family has two cats who are called Stosh and Stella."

NAME OF ACTIVITY: TREASURE ISLAND

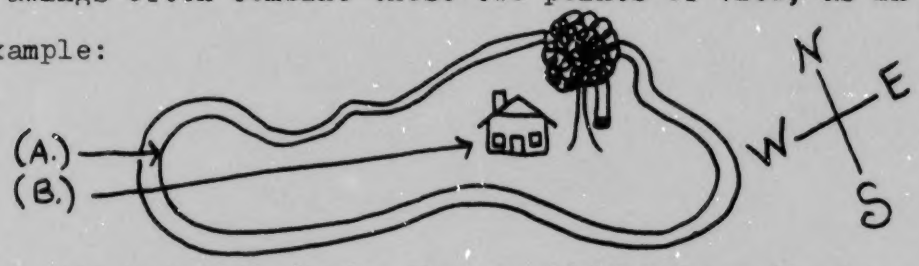
Language Skills Reviewed: giving directions to a location

Time: one class period (The art activity can be done for homework.)

Number of Students: individuals or pairs for the art activity, pairs or small groups for the language activity

Idea: The idea is to draw a map of an island that has a treasure on it. Then the students make up the directions for finding the treasure. They will give these directions to someone else who will follow them and find the treasure.

Presentation to Students: "Draw a map of an island. It does not have to be made like modern-day maps. It can include pictures of things found on the island. The map can be drawn as if you are looking down on the island from the sky (A.). The things on the island can be drawn as if you are looking at them from the ground (B.). Children's drawings often combine these two points of view, as in this example:



You will not indicate on the map itself where the treasure is, but you must decide where the treasure is and keep it a secret. You will write the directions for how to get there later."

ART ACTIVITY

Time: one fourth of a class period (This can be done for homework.)

Materials: pencils, erasers, sharpeners, rulers, scissors, pens, markers, colored pencils, crayons

Getting Started: Discuss maps or treasure maps in particular. Perhaps you could find treasure maps in story books or have the students recall the kinds of things associated with pirates and treasures. Actual pictures of treasure maps might be best for students to see if the idea of "treasure maps" is not a part of the students' literary heritage. The following children's books include illustrations of various kinds of treasure maps:

PIRATES AND PRIVATEERS
(Frontiers of America series)
by Edith McCall
illustrated by Felix Palm
Children's Press
Chicago 1963

SUNKEN TREASURE
(Choose Your Own Adventure series)
by Edward Packard
Bantam Books
New York City 1982

THE FIRST BOOK OF MAPS AND GLOBES
by Sam and Beryl Epstein
pictures by Laszlo Roth
Franklin Watts, Inc.
New York City 1959

TREASURES BENEATH THE SEA
by Robert Silverberg
illustrated by Norman Kenyon
Whitman Publishing Co.
Racine, Wisconsin 1960

TREASURES IN THE SEA
(Books for Young Explorers series)
by Robert M. McClung
National Geographic Society 1972

Directions: "Draw a map of an island. Include at least five areas or obstacles on the island."

LANGUAGE ACTIVITY

Time: three fourths of a class period

Materials: pen, paper

Getting Started: Have handy a basic map that you have used for teaching directions. Elicit expressions indicating directions, e.g., go straight ahead, turn left, go until you see the ___, bear right, cross the ___, go up ___, go around ___, take a left at ___, go one mile north, etc. These could be written down on the board as a guide for the students.

Directions: "Write the directions for finding the treasure which is buried on the island. Begin at one point on the island and finish at the spot where the treasure is buried."

Follow-up: Pair the students and have each student try to find the treasure on his partner's map. Post maps and directions for others to share and figure out before or after class.

Further Activities: Retrace the directions from the treasure back to the starting point.

Tell/write an adventure story about people on a boat who discover the island and bury the treasure there.

Tell/write a story about people who have found the treasure map and go to the island to find the treasure.

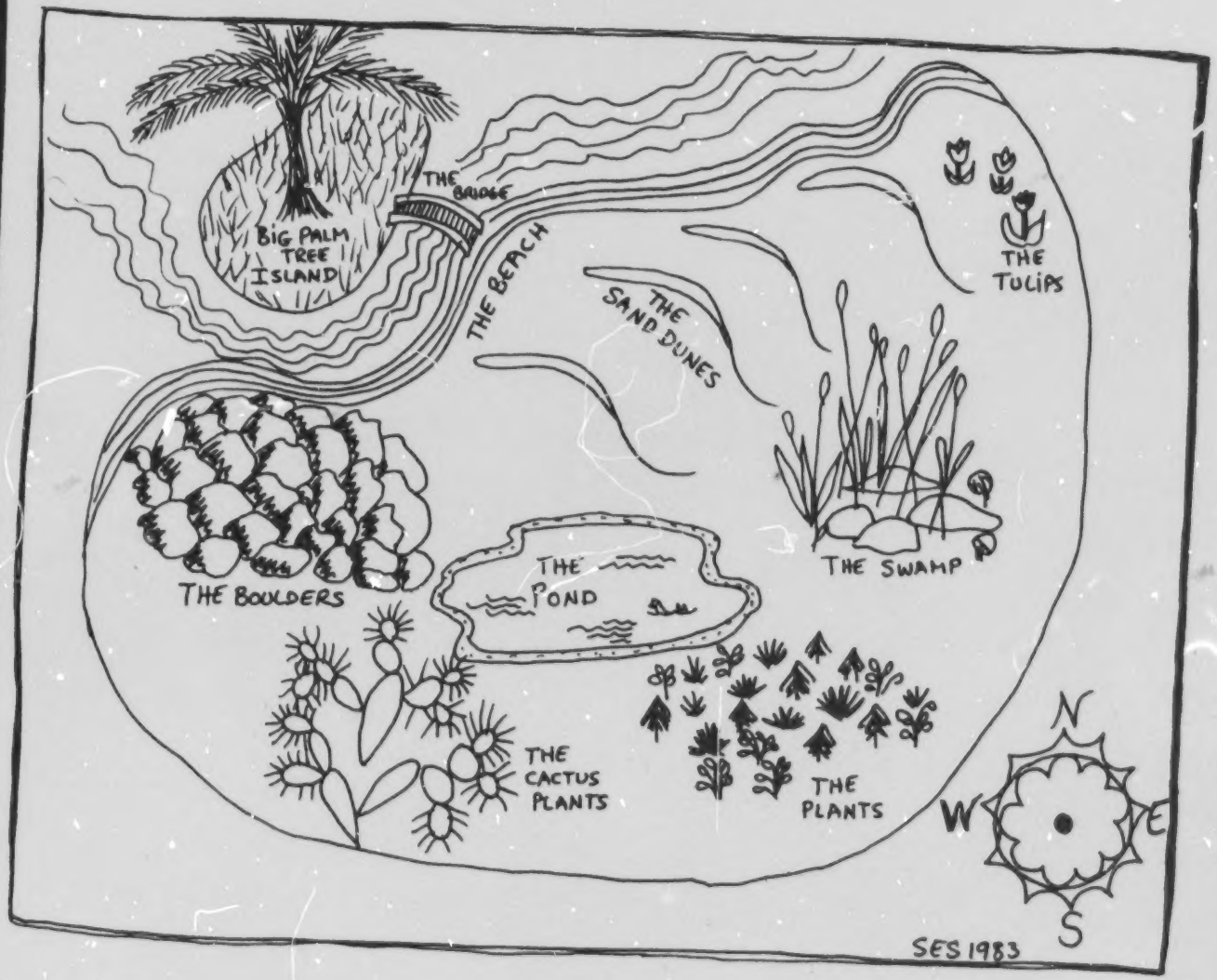
Have a values clarification discussion involving the

idea of suddenly coming into a lot of money and having to decide what to do with it.

Describe the different societies of "people" who live on your island. What are they like? What kind of culture do they have? What do they do every day?

Ask yes/no questions which require knowledge of prepositions of location. For example: "Are the monkeys in the trees?"

Ask questions beginning with "Where" which require prepositions of location in the answers. For example: "Where are the monkeys?"


BIG PALM TREE ISLAND
THE BRIDGE
THE BEACH
THE SAND DUNES
THE TULIPS
THE BOULDERS
THE POND
THE SWAMP
THE CACTUS PLANTS
THE PLANTS
N
W
E
S
SES 1983

POSSIBLE RESULTS

Begin at the Big Palm Tree Island.
Cross over The Bridge to The Beach.
Go right to The Boulders.
Run straight to The Pond.
Do not go near The Cactus Plants.
Walk left to The Sand Dunes.
Go over four sand dunes to The Tulips.
Turn around and go back to The Swamp.
Then walk over to The Plants.
The treasure is buried in the middle of The Plants.

POSSIBLE RESULTS

POSSIBLE RESULTS

Directions to the treasure on Treasure Island:

Start at The Bay.

Go over The Bridge.

Turn left and go between The Bat Cave and The Monkeys.

Turn left and go straight to The Shore.

Follow the coastline around behind The Dragon's House to The Beach.

Then turn right and go past The Rats and along the footprints until you get to The Gazebo.

Go a little to the right again, and very carefully go by The Spiders to The Bear Cave.

Ask The Mermaid the secret code, "What time is it?"

Then go back to your left beside The Tulips.

Caution: Do not walk through The Tulips!

Walk through The Rabbits to The Rocks. If it is a cloudy day, wait until the clouds go away and the sun shines.

Walk back through The Rabbits to The Maze.

Enter The Maze at one end and walk out the other end.

Go around The Pit and look at the structure to the Northwest.

On the right side of this structure, remove the brick on the edge of the third row up from the bottom.

Put your hand in very far.

You will find the treasure in here.

NAME OF ACTIVITY: PREPOSITIONS! PREPOSITIONS!

Language Skills Reviewed: prepositions of location

Time: one class period (The art activity can be done for homework.)

Number of Students: individuals for the art activity, pairs or small groups for the language activity

Idea: The idea is for the students to draw their own pictures for practicing prepositions of location.

Presentation to Students: "You are going to draw a picture of any place you want, with many things that are located in different places in the picture. Then you will ask people where things can be found in your picture and they will have to use the correct preposition in their reply."

ART ACTIVITY

Time: one half of a class period

Materials: rulers, pencils, erasers, sharpeners

Getting Started: Have a list of prepositions of location in sight so the students can use as many locations as possible in their drawings: in, on, over, under, through, below, beneath, between, at, inside of, outside of, underneath, around, etc.

Directions: "Draw a place that has many things in many locations. Use the prepositions of location on the board to help you think of good ideas."

LANGUAGE ACTIVITY

Time: one half of a class period

Getting Started: Have a variety of sentences in sight:

Is the __N__ between the __N__ and the __N__?

Are the __N's__ behind the __N__?

Do you see the __N__ near the __N__?

Where is the __N__?

Where is the __N__ located?

Where can you find the __N__?

Where do you see the __N__?

Is the __N__ above the __N__?

Where are all of the __N's__ in the picture?

Tell me where the __N__ is.

Directions: "Get into pairs, or small groups, and ask the other people questions about your pictures. Try to ask at least three questions."

Follow-up: Post the pictures on a wall and give students a little time to walk around and see each other's ideas. Encourage impromptu conversations about them or use them as review in the next class.

Further Activities: Tell/write a story about the place that has been drawn. Is it a real or imaginary place, and what does or could take place there?

Write sentences describing all of the things that are in the picture. Then expand these sentences by adding more and more detail.

Using the pictures, have the students work in pairs. One person can pretend to "hide" in the picture. The other person tries to find his location by asking yes/no

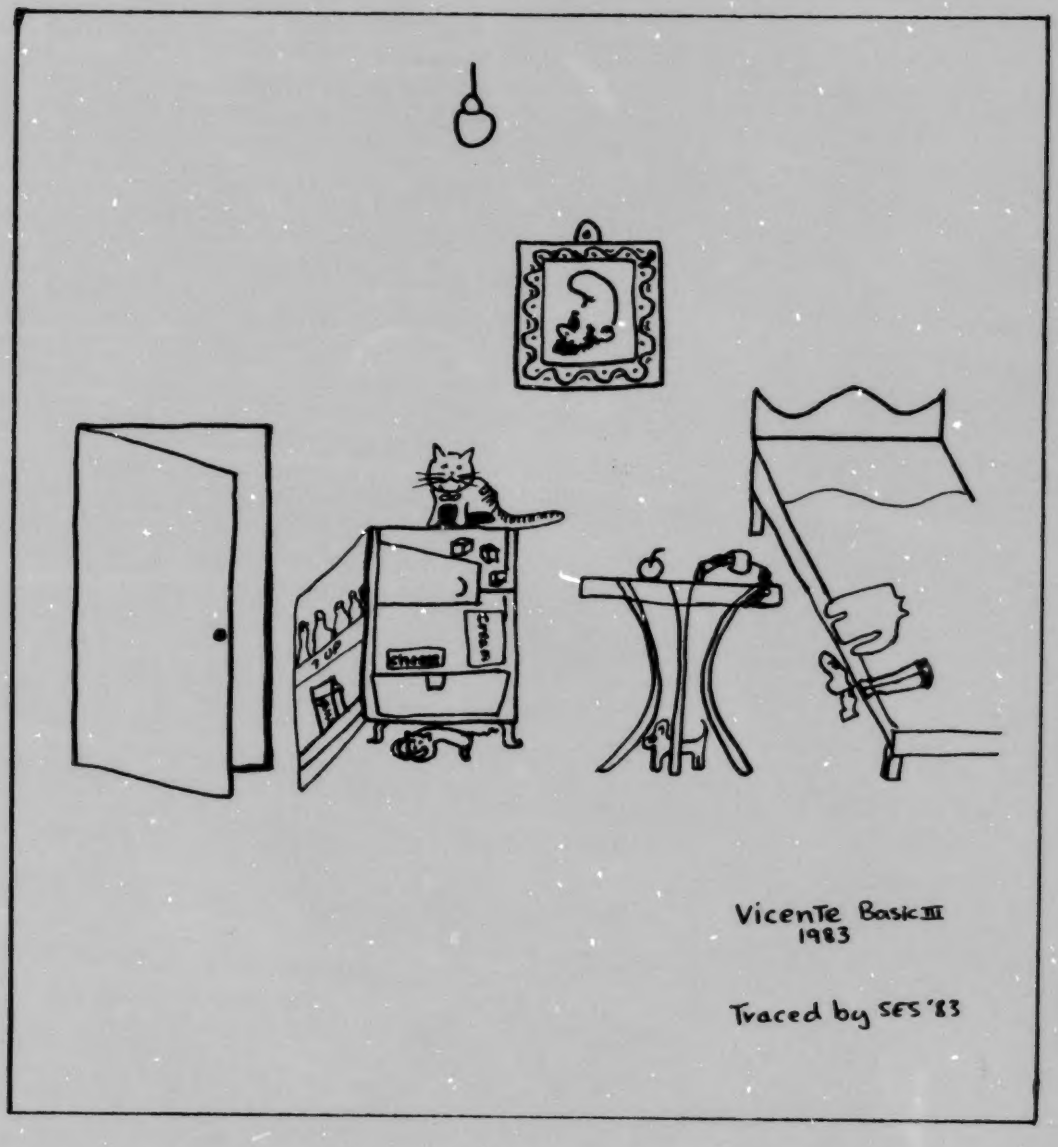
questions. For example: "Are you under the rug?"

Practice giving directions for finding something which is located in your picture.

Make a vocabulary list of the items found in people's pictures. Have a spelling bee.

POSSIBLE RESULTS

Drawn by a student in Mexico.



POSSIBLE RESULTS

PICTURE BY VICENTE

Where is the picture of Pitufa (the Smurf)?

What is under the refrigerator?

Is the cat on the bed?

Where is the light?

Are there any ice cubes in the refrigerator?

Is the telephone next to the apple?

What is over the cat's head?

What is between the legs of the table?

POSSIBLE RESULTS

Drawn by a student in Mexico.

POSSIBLE RESULTS

PICTURE BY JOSÉ R.

Where is the bed?

What is over the bed?

What is the curtain between?

Where are the chalk and the eraser?

What is on the table?

Where is everything in this picture located?

What is under the window?

Where is the chair in relation to the table?

NAME OF ACTIVITY: NEWS HEADLINES: 2,040 A.D.

Language Skills Reviewed: simple past, answering "wh" questions

Time: one class period

Number of Students: individuals or pairs

Idea: The idea is to imagine an event that could happen in the year 2,040 A.D. that would have a big impact on the world. Pretend that you are there at the time and report it as news.

Presentation to Students: "You are an illustrator-journalist who has been assigned to cover an event that might change the world. You work for the only remaining newspaper on Earth. Home computers are now hooked up to a central news terminal. This is a time to use your imaginations. This can be serious or completely ridiculous.

Maybe you have been thinking of an invention that is invented, or a scientific discovery that takes place, a natural event that occurs, or a political event that has an impact on the entire world in the future. You could pretend that the event that you think of takes place in the year 2,040 A.D., and you must tell the world about it. Your news could be happy, sad or funny.

Remember, that as an illustrator of 2,040 A.D., you are held in high esteem. People are becoming bored with machine-made illustrations because they are so perfectly done. Man-made illustrations are highly regarded because they are not so precise and because they reflect something in the personality of each individual person who draws them.

In the year 2,040 A.D., in particular, the concept of imperfection is in vogue. 'The Imperfect Look' is the fashion phrase of the year. It is important that people look different in appearance from each other, and it is just as important that each person's drawings are different from each other's. To obtain that end, it is important to relax and accept the results of your drawings as being just fine and very suitable for your assignment."

ART ACTIVITY

Time: one fourth of a class period (This can be done for homework.)

Materials: pencils, erasers, sharpeners, 9 x 12 drawing paper, pens, markers, colored pencils, crayons

Getting Started: Bring in cover story photos or drawings to look at. Discuss and write down possible ideas to consider.

Directions: "Illustrate an event that has taken place in the year 2,040 A.D."

LANGUAGE ACTIVITY

Time: three fourths of a class period

Materials: pen, notepaper, pencil, ruler for lettering, dictionary

Getting Started: Bring in several short newspaper articles of human interest to look at and read together. Have a format for the students to follow.

1. Caption for picture: What is happening? (use simple past or simple present)

2. Headline: What has happened? (be brief, avoid use of articles, use simple past or simple present)
3. Story: What has happened?
   Who announced it?
   Where did it happen?
   When did it happen?
   Who was involved?
   How did this happen?
   Is there more information?
   Why is this event important?

Directions: "Write a caption that goes under the picture you have illustrated. Write a headline for your newspaper article. Write the story using the format on the board."

Follow-up: Have individuals or pairs read and share their stories in small groups. Then post the illustrations and articles together for all to see and read.

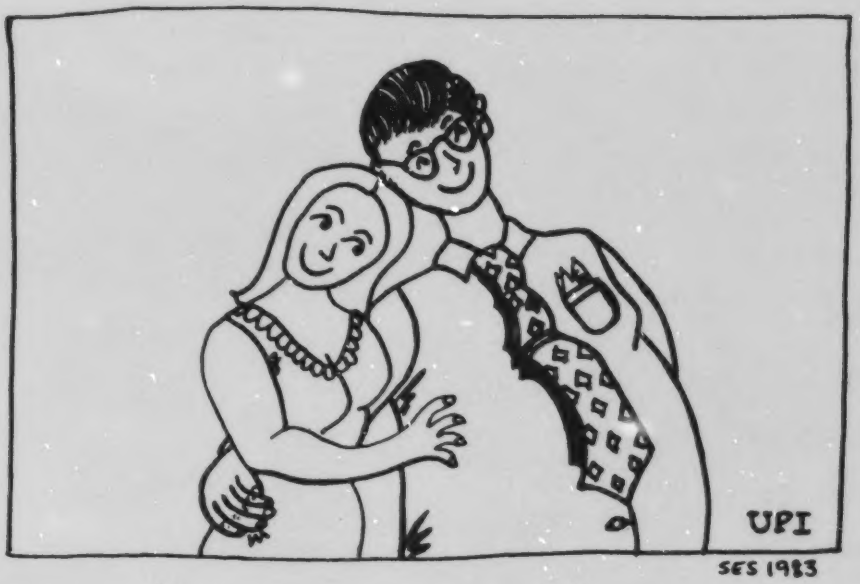
Further Activities: Pretend to be a fortune-teller and do the exercise in the future tense.

Role-play a reporter covering the event who has to ask questions to find out about it.

Use the pictures as a background for discussion on news coverage in various countries.

Have a values clarification discussion on what kind of news students feel should receive the most attention; then discuss whether or not it actually does.

POSSIBLE RESULTS



Mrs. and Mr. Larry Green await
baby in November

World's First Pregnant Man

A man is pregnant for the first time in world history. Gynecologists United announced the news in London on Tuesday. Dr. Walkfoot put an artificial womb in Larry Green. An egg, fertilized in a laboratory, was put into the womb. Mr. Green receives hormone shots. His wife, Lucy, cannot have children.

This event is important because now a married couple can choose which partner will have the responsibility of bearing a child.

NAME OF ACTIVITY: ADVERTISEMENT

Language Skills Reviewed: use of imperative, persuasion

Time: one class period

Idea: The idea is for the students to make an advertisement for something that they will try to sell through words.

Presentation to Students: "Think of something you enjoy doing or something you own that you like very much or something that you wish you had or, for fun, something that you think no one in this world would ever want. Make a picture of it. Then, with words of persuasion, try to convince people that they should own this or do this, too. Make an advertisement!"

ART ACTIVITY

Time: one half of a class period

Materials: pencils, erasers, sharpeners, rulers for lettering, 9 x 12 drawing paper, markers, crayons, colored pencils

Getting Started: Bring in magazine or newspaper ads to show the layout of ads and the kinds of words that are used. Ask them questions to assure yourself that the students can see that the principal item is emphasized, the name of the product is large, and that the wording is brief and persuasive. Bring in different styles of advertising or assign the students to bring some in for class.

Directions: "Make the picture for your advertisement. Leave enough space for writing its name and other words on the bottom of the paper, or wherever you wish to write them. Make the words large enough to read easily."

LANGUAGE ACTIVITY

Time: one half of a class period

Materials: pen, notepaper, dictionaries, markers

Getting Started: Put some of the ads around for people to see. Put some of the more persuasive selling verbs in their imperative form on the board: buy, use, feel, look, know, come, see, shop, go, and so on.

Directions: "Write in the name of the product and write some advertising copy for the ad."

Follow-up: Prepare some questions on the board for the follow-up session. Students will be asking each other about the product being sold. For example: "Why is your product better than _____?", or "Why should I buy your _____?", or "How much does that cost?" or "Where can I buy your _____?"

Each student can go in front of the class to read his advertisement to his classmates. Then the other students can ask questions about the product being sold. If the class is not prepared to make up its own questions, perhaps the questions on the board will be the only ones they use.

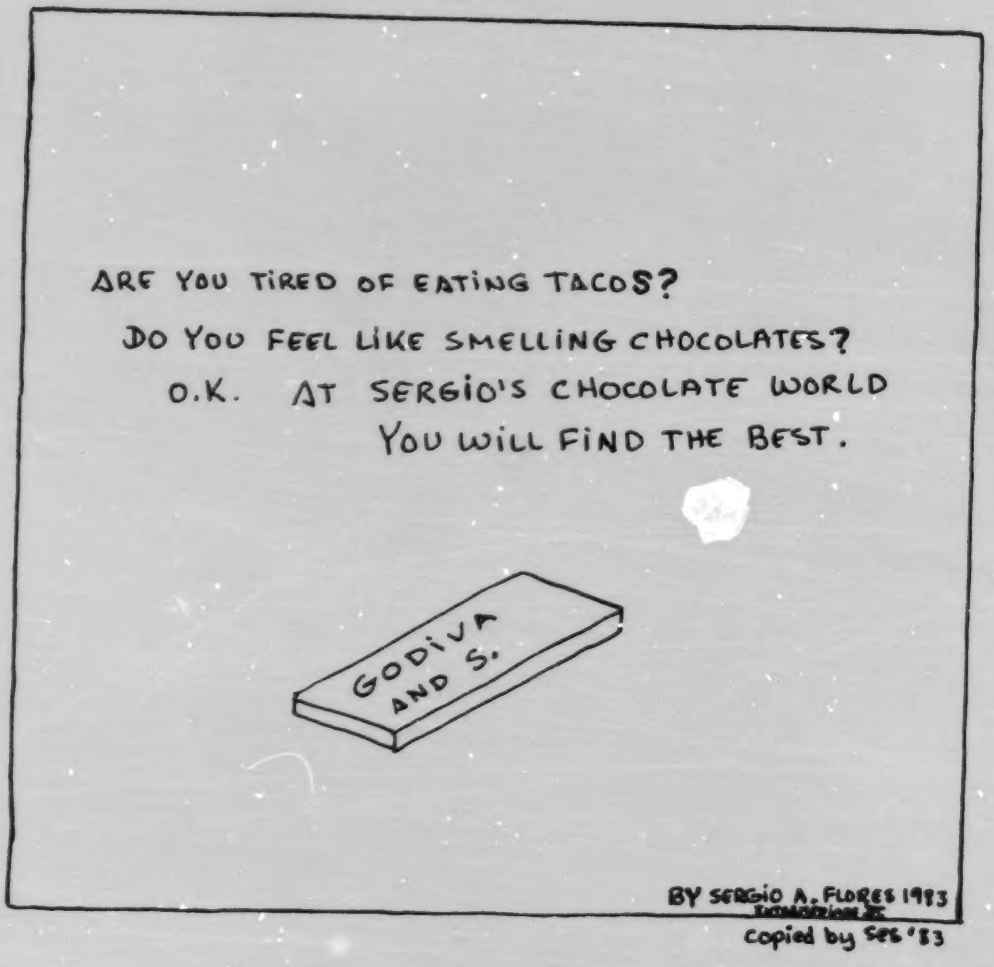
Further Activities: Role-play purchasing what has been advertised.

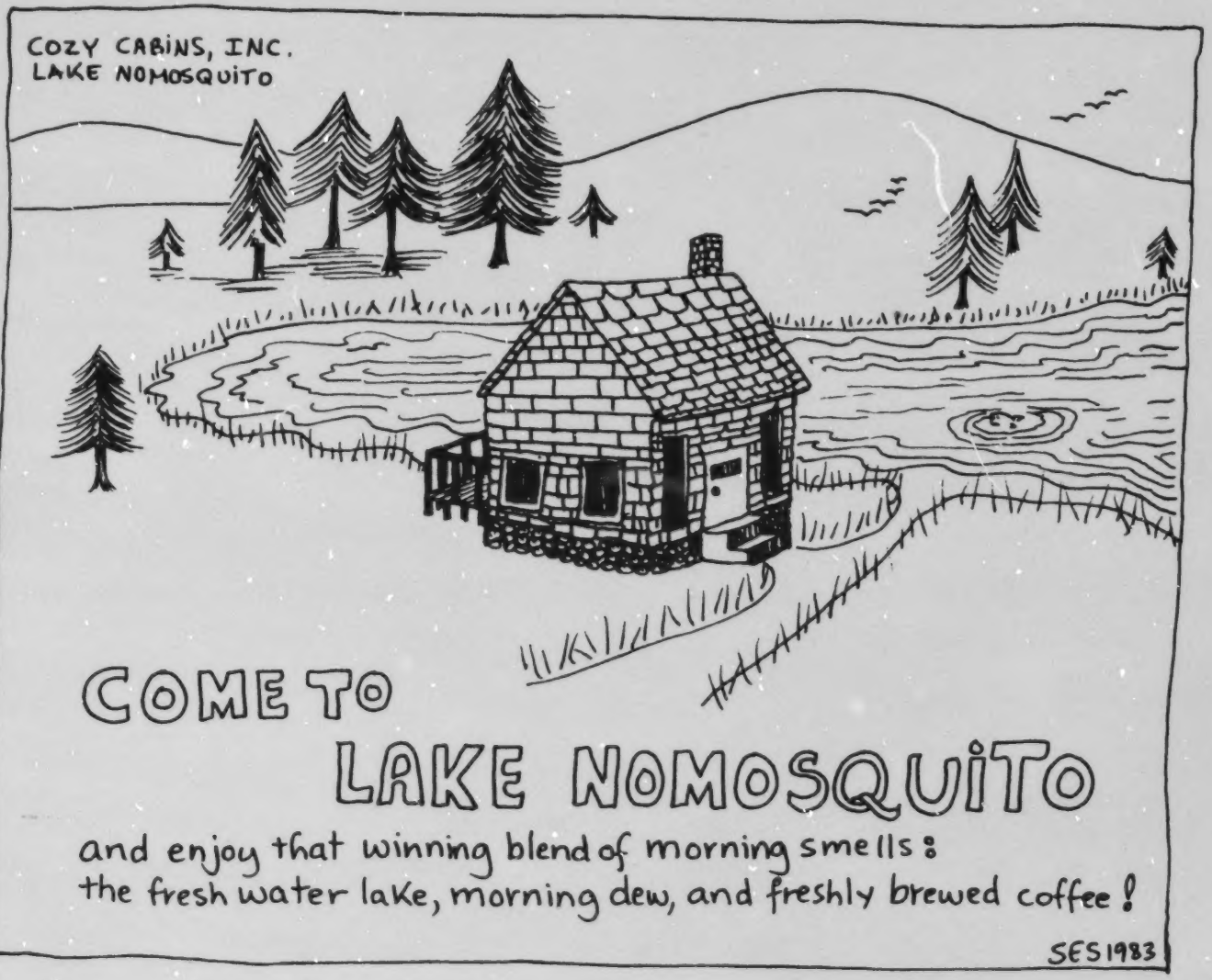
Discuss the pros and cons of commercials on T.V. and their effectiveness.

Use the activity as the background for a lesson on how to use the bank or a discussion of capitalism.

POSSIBLE RESULTS

Drawn by a student in Mexico.


ARE YOU TIRED OF EATING TACOS?
DO YOU FEEL LIKE SMELLING CHOCOLATES?
O.K. AT SERGIO'S CHOCOLATE WORLD
YOU WILL FIND THE BEST.
GODIVA AND S.
BY SERGIO A. FLORES 1983
copied by SFS '83


COZY CABINS, INC.
LAKE NOMOSQUITO
COME TO
LAKE NOMOSQUITO
and enjoy that winning blend of morning smells:
the fresh water lake, morning dew, and freshly brewed coffee!
SES 1983

POSSIBLE RESULTS

Why should I go to Lake Nomosquito and not Golden Pond?

How much will it cost me to go there for one week?

Are pets allowed there?

Are the cabins large enough for a family of six?

Where is Lake Nomosquito?

What's so great about Lake Nomosquito? It looks like a pond in the picture!

Is there a shopping center nearby?

Where do you wash your clothes there?

Are there any bears there?

Do the raccoons steal all of your food there?

Are there any snakes or skunks?

Is the swimming good?

Are motor boats permitted there?

How deep is the lake?

How many cabins are there?

Do many people go there?

Is it private?

Can you swim in the nude there?

NAME OF ACTIVITY: CREATE A MACHINE

Language Skills Reviewed: suggestion, advice, persuasion, imperatives, third person singular, simple present, (good for people with technical backgrounds)

Time: one class period

Number of Students: groups of ten. (The more people there are, the fewer parts each person has to make, which saves on time. The more parts the machine has, however, the more fun it is. If a machine has ten parts, one part per student, then a group of ten students works out well in terms of their making the machine parts and their being able to participate in the language activity.)

Idea: The idea is to create a new machine, make directions for its use and describe its function.

Presentation to Students: "We are going to invent a new machine but our method for invention is revolutionary in the field of technology. First we will make the parts; the parts can also be new inventions; then we will assemble them and decide what the new machine will be. So, we will give it a name, figure out the directions for its use and describe what it does. This can be completely ridiculous: not serious! Think about this when you begin."

ART ACTIVITY

Time: one half of a class period

Materials: enough scissors, different colors of paper, tape or glue, recycled materials such as egg cartons, styrofoam food containers, toilet paper rolls, yarn, ribbon, scrap

paper, buttons, magazines, newspapers

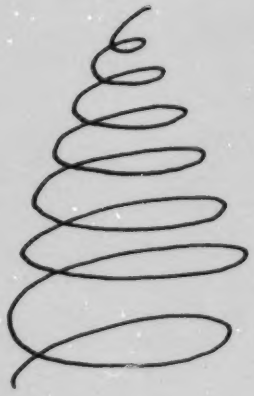
Getting Started: Elicit from students some of the basic parts in a real machine and their functions. They might want to make some real-looking parts to give the machine an authentic appearance. List or draw them on the board. (This is to satisfy the engineers in your class.) However, do emphasize the fact that the machine will be imaginary and many of the parts for it can also be imaginary. A demonstration by the teacher would be very helpful in bringing home this point.

Helpful Hints: 1. Encourage large shapes. 2. Three-dimensional parts could be encouraged just because they add to the interest of the viewer and are more fun. The decision to include these is entirely up to the teacher. Some easy ideas are:

MAKING SPIRALS

1.

2.

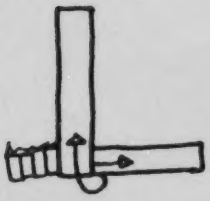


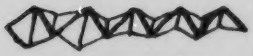
Cut from one edge of the paper and, going along the outside rim into the middle, cut in a concentric circle. The result is a spiral.

MAKING ACCORDIONS

1.

2.

3. 

4. 

Cut out two strips of paper. Attach the two strips at a 90 degree angle and then fold one strip over the other, back and forth to the end of the strips. This folds up and opens much like an accordion.

Directions: "Make a part of a machine." Directions for assembling the machine are under the language activity.

LANGUAGE ACTIVITY

Time: one half of a class period

Materials: large brown paper for background if it is not going to be attached to the wall or a bulletin board, masking tape if the parts are going to be attached to a wall, straight pins if the parts are going to be attached to a bulletin board.

Getting Started: Part I Assembling the machine

The machine now has to be assembled and the group must decide together how to assemble it. Write phrases used for suggestion, advice and persuasion within sight of the students. Some examples include: "This could go here." "Maybe this should go there." "This would be better over

here." "Don't you think this should go there?" "Wouldn't this work better here?" "I think this should go here because _____."

Directions: "Stand up. Take masking tape rolled into a circle and put in on the back of your machine part (or take a straight pin and poke it through your machine part) and discuss with each other how this will be put together. Use some of the expressions mentioned above. Then put the machine together. At the same time, begin to think of what this will be when it is finished and how it will work."

Getting Started: Part II Describing how the machine works

Have these questions ready for the students to answer after the machine has been assembled.

What is the name of this machine?

What are the directions for its use?

What does it do: what is its function?

Where does the energy to run it come from?

How do we know when it has accomplished what it is supposed to do?

As the students give the information to the teacher, errors can be corrected or pointed out by the teacher who then writes the directions for the machine and its function in correct English on the board. (This could also be done by a very good student.) Assign another student to copy what has been written on the board onto a large sheet of paper with a marker so that they have a permanent record.

Directions: "Decide what the name of this machine is, what it does, and what the directions are for using it."

Follow-up: The name of the machine, what it does and directions for its use can be hung up next to the newly created machine for display.

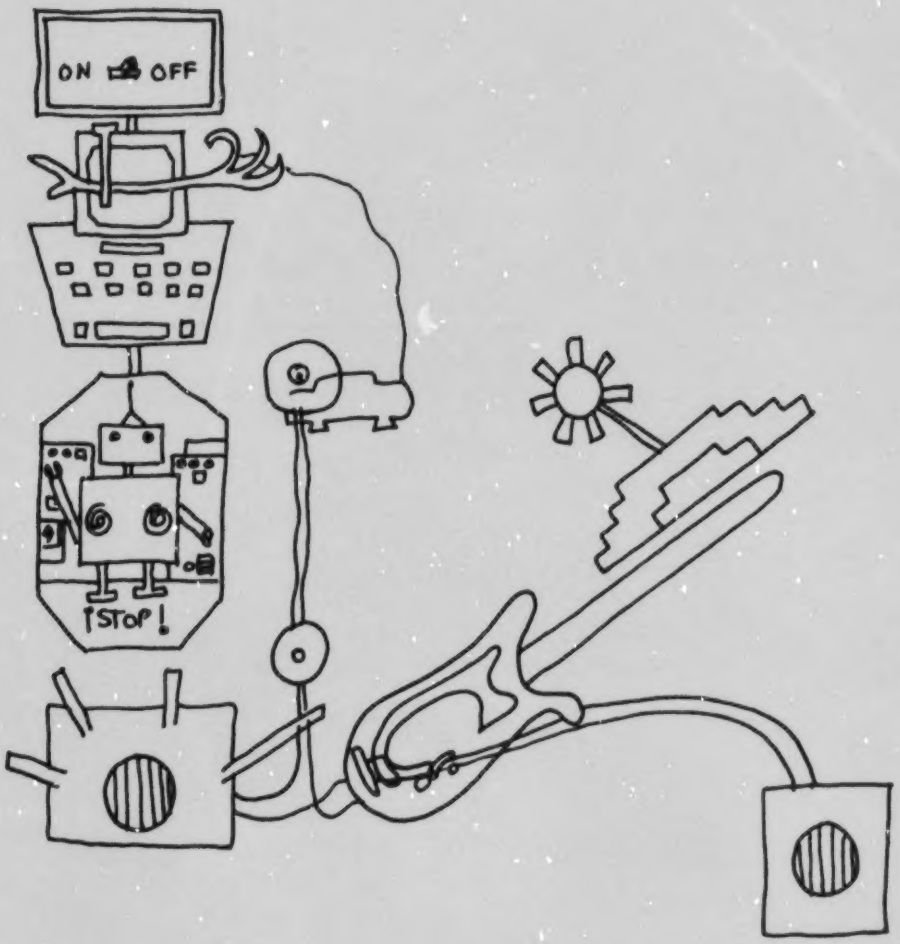
Further Activities: Students could take turns explaining the use of the machine or demonstrating how to use the machine.

The directions for the use of the machine could be erased and then repeated by the students.

After the directions are all erased, the students could try to remember the directions for the machine, then write them all down.

POSSIBLE RESULTS

This machine was created by students in Mexico. It was three-dimensional but has been drawn here in two dimensions.



COPIED BY SES 1983

POSSIBLE RESULTS

This was written by students in Mexico.

DIRECTIONS FOR USE OF THIS MACHINE

NAME: Computer to control the music.

(TECHNO-POP)

FUNCTION: to play itself

DIRECTIONS FOR ITS USE:

1. Plug in the control cord.
2. Turn on the switch.

HOW IT WORKS:

The robot puts the input into the computer.

The computer processes the information.

The machine starts.

The machine transmits the current to the amplifier.

Then the energy is transmitted to the guitar and it plays itself.

The speakers produce sound.

The radar receives the sound.

NAME OF ACTIVITY: CREATE A MONSTER

Language Skills Reviewed: advice, persuasion, answering "wh" questions

Time: one class period

Number of Students: groups of ten

Idea: The idea is to create a monster, give it a name, and describe its characteristics

Presentation to Students: "We are going to make a monster. Each of you will make one part of the monster's body. You may make any part of the monster that you want to make. We will not decide what parts to make beforehand. When you are all finished making the various parts, then you will all decide together how the parts of the monster's body will be attached. You might end up with seven heads, one leg and two tails. That's okay. When the monster has been put together then you'll decide on a good name for it and what its characteristics are."

ART ACTIVITY

Time: one half of a class period

Materials: enough scissors, a variety of colored paper, masking tape, straight pins, pencils, colored markers

Getting Started: Elicit from students some parts of human and animal bodies and list them on the board. For example: head, arms, legs, claws, tail, fangs, fur, ears, chest, stomach, feet, paws, etc.

Directions: "Make one part of a monster." Directions for putting the monster together are under the language activity.

LANGUAGE ACTIVITY

Time: one half of a class period

Materials: large brown paper and masking tape if the monster is going to be attached to a wall; straight pins if it is going to be attached to a bulletin board

Getting Started: Part I Putting the monster together

The monster has to be put together and the group must decide how to put it together. Write phrases used for suggestions, advice, and persuasion within sight of the students. Some examples include:

"Why don't we put this here?"

"Wouldn't it be a good idea if the tail went over here?"

"Let's put the legs here!"

"I think we should put the stomach here."

Directions: "Everyone go to the wall with your monster-part ready to be put up. Look at all of the parts you have made before you decide anything. Discuss together how to put these parts together to create a monster. Use some of the expressions on the board to help come to a decision. Put the monster together."

Getting Started: Part II Describing the monster

Have the questions ready for the students to answer such as:

What is the monster's name?

Where does he live?

What are his characteristics?

Also, have ready a large sheet of paper for one student to write down what you write on the board.

Directions: "Discuss this monster among yourselves. Then tell me about this monster and I will write down what you say about it on the board."

Follow-up: Post the information about the monster next to the monster itself so that the two go together and can be shared by other students.

Further Activities: Write an adventure story that includes this monster.

Tell stories. Use the first person singular in the simple past. For example, "I ate four children for breakfast yesterday." Use the third person plural and tell about what all of those monsters "used to" do. For example, "They used to eat dogs and cats for breakfast."

POSSIBLE RESULTS

This monster was created by students in Mexico. It was three-dimensional but has been drawn here in two dimensions.

The name of this monster is Reagan. He comes from Transylvania. He eats only children. He has a finger graft of E.T.. He's only 17 years old and he loves Brooke Shields.

NAME OF ACTIVITY: MAKING POSTERS FOR A CAUSE

Language Skills Reviewed: use of imperatives, persuasion

Time: one class period

Number of Students: individual students or small groups of three or four students

Idea: The idea is to come up with a cause that you would like to bring into focus. This cause could be a cause for which people are already demonstrating; or it could be a cause that would benefit the students in some way; however, it would probably never be a cause large enough to be taken on by the public, so here is their chance! Once an idea has been thought of, the students will make a poster to illustrate it. After the poster is made, the students will make slogans for the cause.

Presentation to Students: "You're to think of a cause. It could be a cause that everybody already knows about such as the E.R.A. or the Nuclear Arms Freeze, or it could be for the classroom such as 'We need a carpet in our classroom'. You'll make a poster to illustrate the cause. Then you'll write some slogans to help promote that cause."

ART ACTIVITY

Time: one half of a class period

Materials: pencils, erasers, rulers, scrap paper, 12 x 18 construction paper or poster board, markers

Getting Started: Elicit some ideas for causes from the students and write them down on the board or brown paper.

Directions: "Think of a cause that you think is important to you. Make a sketch on the scrap paper. Then make the picture on the large paper with a pencil. Go over the picture with markers and then erase the pencil marks."

LANGUAGE ACTIVITY

Time: one half of a class period

Materials: pencils, erasers, pens, strips of white drawing paper

Getting Started: Elicit the kinds of phrases people say or shout in demonstrating for a cause. Think of ways people use language to persuade others to agree with them. Ask them to think of bumper stickers they have seen.

Directions: "Write down your ideas on notepaper, then copy the slogans onto long strips of paper."

Follow-up: Have the groups present their causes and slogans to the rest of the class. Then post the slogans and posters together on the walls of the classroom.

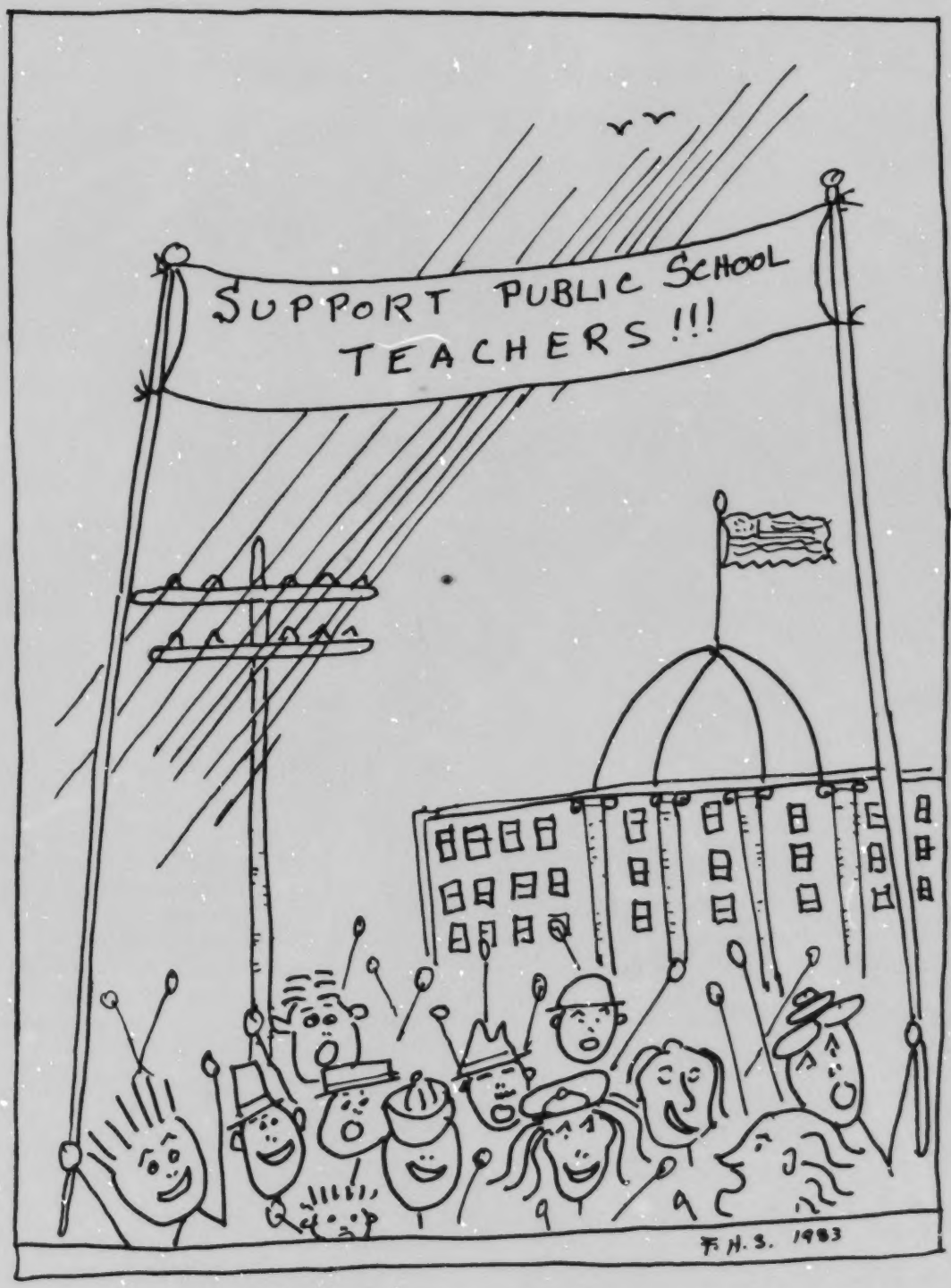
Further Activities: Make a pamphlet which defines the cause, and tries to persuade people to support it.

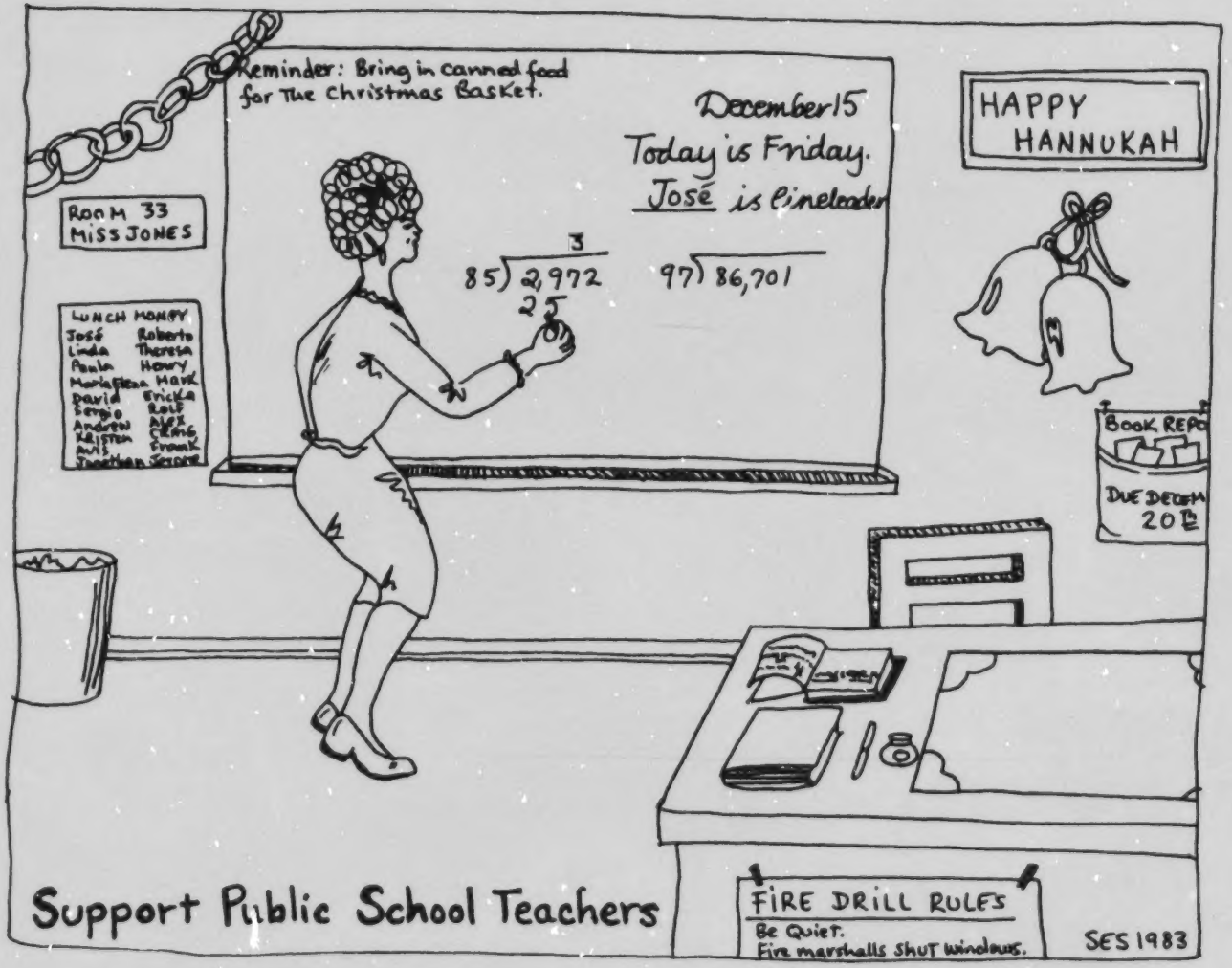
Have a debate. Choose to oppose one of the causes presented on a poster.

Hold a mock election as though one or two of the causes appeared as articles on a ballot.

POSSIBLE RESULTS

POSSIBLE RESULTS




Reminder: Bring in canned food for the Christmas Basket.
December 15
Today is Friday.
José is pineleader
3
85) 2,972
25
97) 86,701
HAPPY HANNUKAH
ROOM 33
MISS JONES
LUNCH MONEY
José Roberto
Linda Theresa
Paula Henry
Maria Elena Mark
David Ericka
Sergio Rolf
Andrew Alex
Kristen Craig
Avis Frank
Jonathan Jerome
BOOK REPO
DUE DECEM
20
Support Public School Teachers
FIRE DRILL RULES
Be Quiet.
Fire marshalls SHUT windows.
SES 1983

POSSIBLE RESULTS

CAUSE: PUBLIC SCHOOL TEACHERS

SLOGANS

SUPPORT PUBLIC SCHOOL TEACHERS!

PUBLIC SCHOOL TEACHERS NEED YOUR SUPPORT.

GET TO KNOW YOUR PUBLIC SCHOOL TEACHERS.

VISIT YOUR PUBLIC SCHOOLS AND TEACHERS.

APPRECIATE THE WORK OF YOUR PUBLIC SCHOOL TEACHERS!

BUMPER STICKERS

HAVE YOU HUGGED A TEACHER TODAY?

HAVE A HEART: LOVE A TEACHER!

I ♥ TEACHERS!

TEACHERS MAKE BETTER LOVERS!

LOVE ME: I'M A TEACHER!

IF YOU CAN READ THIS, THANK A TEACHER!

NAME OF ACTIVITY: PULL THE STRING

Language Skills Reviewed: use of narrative with dialogue

Time: one class period

Number of Students: pairs

Idea: The idea is to make an abstract design by pulling a string dipped in ink through a folded piece of paper. The initial design cannot be controlled too much by the student so the results are a surprise. Both sides will be the same design, though one will be the reverse of the other. Then the students can add on to the design. This will give them a definite picture of two people or things. These two images will then have a conversation which the student reports in writing.

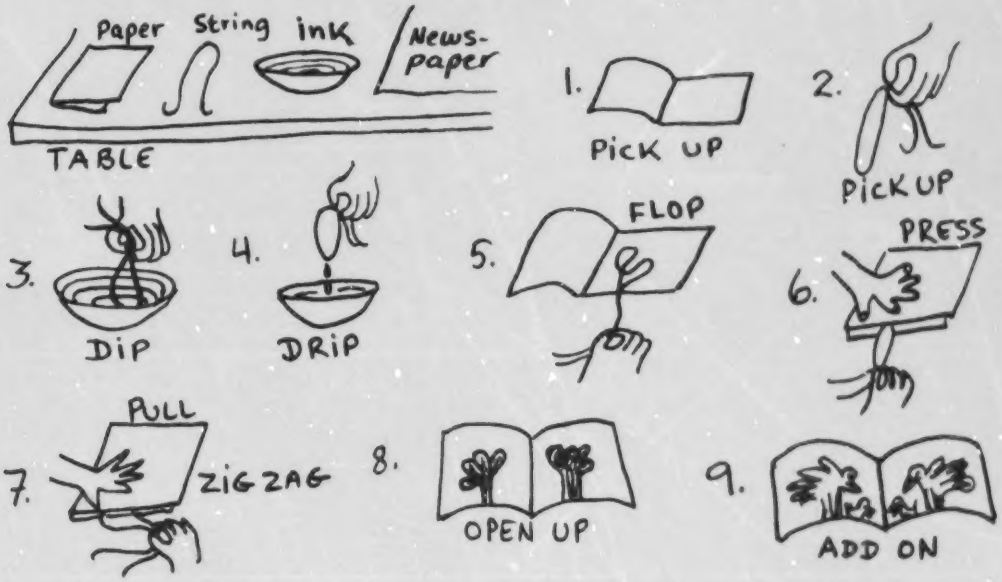
Presentation to Students: "We're going to make a design with a piece of string and a folded piece of paper. We're going to imagine the design represents two people or two things. Then we are going to write the conversation between the design on one side of the paper and the design on the other side of the paper."

ART ACTIVITY

Time: one quarter of the class period

Materials: a two-foot piece of string or cord per color used, tempera paint that is a little on the thin side, or ink, 9 x 12 drawing paper, a table covered with newspapers and paper towels or a wet towel for wiping hands on, markers, pens, colored pencils, crayons

Getting Started: Set up the newspaper-covered table so that it is like an assembly line: from left to right place the folded paper, the cut strings, the paint, and then have a place to work. Demonstrate how to do this while everyone else is standing around the table. Pick up the folded paper, pick up the string with both ends between the fingers, dip the string into the ink, let extra ink drip off, flop the string onto one half of the folded paper and hold onto the ends at the bottom, close the paper over the string, and press down on the paper with the other hand. Holding firmly, pull the string out in zig-zag fashion and open up the paper. Look at it while it is drying, turn it upside down and check to see if it begins to remind you of anything. Ask the students if it looks like something to them. Try to think of more than one idea for the design.



Directions: "Come up to the table and form a line from left to right. Pick up an opened folded piece of paper and a string. Dip the folded string into the ink, flop it onto one half of the paper, fold the paper, press down on the paper over the string and pull out the string. Open up the paper. While sitting at your desk/table add on to the design with pens, markers, colored pencils or crayons and complete the picture."

LANGUAGE ACTIVITY

Time: three fourths of the class period

Materials: pen, paper

Getting Started: Have this format in sight for the students to follow while they are writing.

Paragraph #1

1. My design looked like _____ so I drew _____ in the background.
2. On the left is _____.
3. On the right is _____.
4. They are having a conversation/discussion about _____.
5. _____(on the left) said, "_____."
6. _____(on the right) replied, "_____."
7. _____ asked, "_____?"
8. _____ responded, "_____."
9. _____ said, "_____."
10. And then _____ replied, "_____."

Directions: "Think of a conversation that these two people or things are having. Use the format on the board for

writing down the conversation.

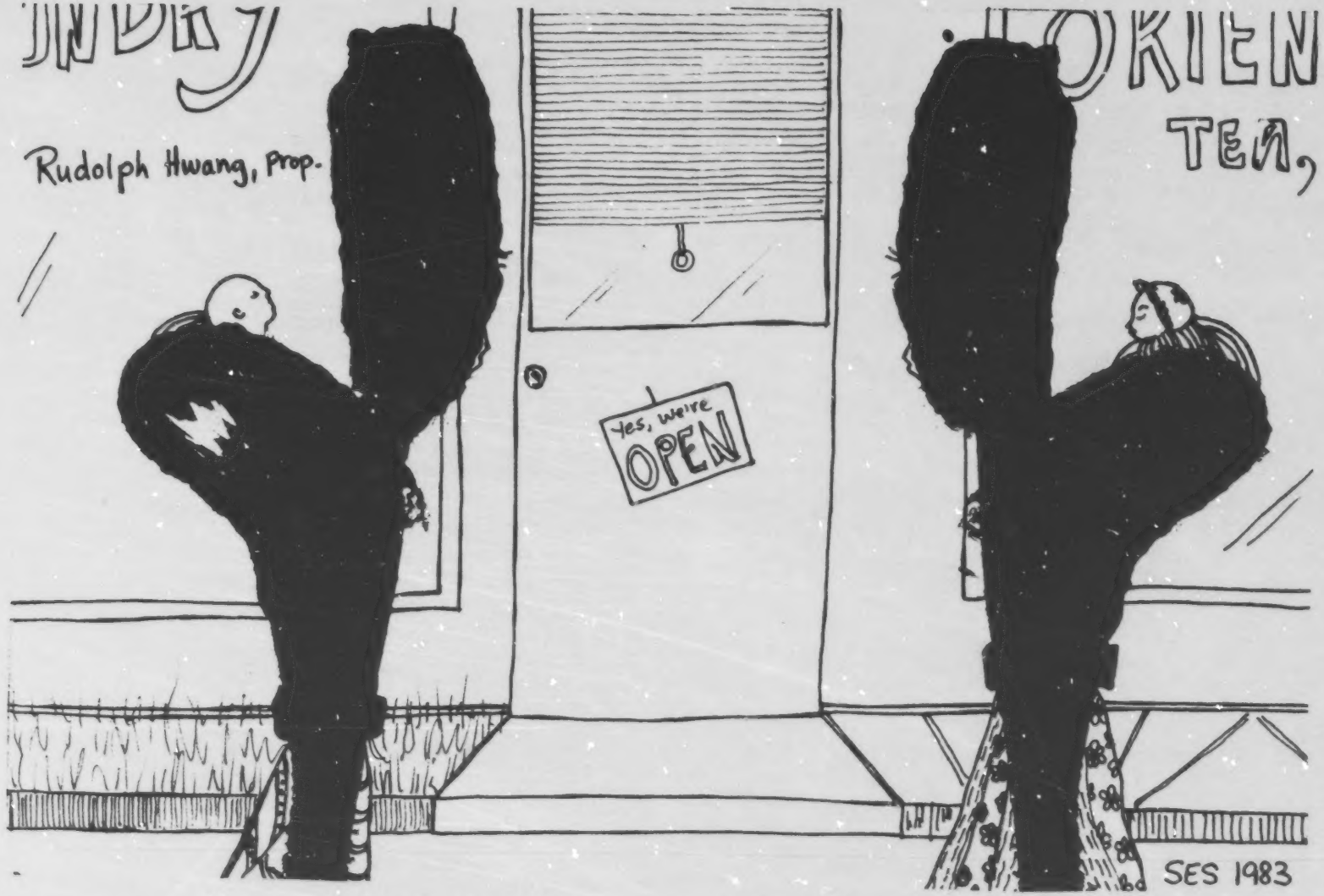
Follow-up: Ask the pairs of students to get into small groups. Have the students read their stories to each other. They might ask each other questions about the conversations or about the characters in the stories. Post the pictures and the stories side-by-side for the students to share and look at before and after class.

Further Activities: Change their narrative to reported (indirect) speech. Practice their conversations in pairs. Use the conversations to practice indirect speech through the use of "interpreters" (other students in the class).

Tell each other what you have written without showing each other your pictures. Later match the conversations with the pictures.

Write a story about each of these two people or things: how they met, where they are located and what they have in common.

Practice the third person singular in talking about the figures individually.



POSSIBLE RESULTS

POSSIBLE RESULTS

Mrs. Kim and Mrs. Nakamura

My design looked like two Oriental women with babies on their backs so I drew the babies, the skirts and some stores in the background.

On the left is Mrs. Nakamura. On the right is Mrs. Kim. They had a conversation about their babies.

Mrs. Kim said, "Good morning, how are you?" Mrs. Nakamura replied, "Good morning, I am fine, thank you!" Mrs. Kim asked, "How is your baby?" Mrs. Nakamura replied, "Very well, thank you. How is <u>your</u> baby?" Mrs. Kim said, "My baby is also fine, thank you."

- POSSIBLE RESULTS

SES 1983

63

POSSIBLE RESULTS

Mr. Rodriguez and Mr. Wong

My design looked like two men so I drew their clothes and the rooms in the background. On the left is Mr. Rodriguez. On the right is Mr. Wong. They had a discussion about food.

Mr. Rodriguez said, "I love Mexican food but when I am in America I eat hot dogs and hamburgers."

Mr. Wong replied, "When I am in America I like to eat roast beef and potatoes. Sometimes my granddaughter cooks a Chinese meal. I like that, too."

Mr. Rodriguez asked, "Can you buy Chinese food in America?"

Mr. Wong responded, "Oh, yes, all food is Chinese. Only the preparation is different. Can you buy Mexican food in America?"

Mr. Rodriguez replied, "Yes, but it does not taste the same as in Mexico. That's why I eat hot dogs and hamburgers."

NAME OF ACTIVITY: GAMEBOARD

Language Skills Reviewed: imperative, third person singular, simple past, two-word verbs

Time: one class period, possibly two class periods (Two students could design the gameboard while the other two students write the cards for the language activity. Gameboard could also be done over the course of several classes as an end-of-the class activity.)

Number of Students: four students per game

Idea: The idea is for the students to create and make their own gameboard, along the lines of Uncle Wiggly, where there is a path of steps to follow from Start to Finish. Each player is represented by an object that follows the path to the end by following directions written on cards. The "winner" is the person who reaches the end of the path first.

Presentation to Students: "You are going to invent a new game, the kind where there is a path that goes to somewhere special. Think of destinations or goals and then make it into a game. There will be no dice to throw to see how far you will go ahead. Instead, you have to write how far a player can go ahead or backwards on cards. Each card will represent one turn for each player. For each turn the player must follow the directions on the card. On each card you are going to include the reason why the player must go forward or backward."

ART ACTIVITY

Time: This might take the whole class period. (If time is a factor, divide the art activity time and the language activity time into shorter segments over several class periods, or have two students do the art activity while the other two students are doing the language activity.)

Materials: pencils, erasers, sharpeners, scrap paper (for planning the gameboard) half-size poster board or stiff paper, pencils, erasers, markers (for making the actual gameboard)

Getting Started: Bring in gameboards to look at. Note the places to start and stop, the steps, the obstacles and detours that make gameboards interesting and fun. Discuss some possible ideas and expand on those possibilities as a way of stretching their imaginations.

Directions: "Make a plan of a gameboard with a pencil and scrap paper. Make sure it works. Copy the gameboard design on poster board with pencil. Go over the design with markers."

LANGUAGE ACTIVITY

Time: This might take the whole class period.

Materials: pencils, scrap paper, index cards (cut in half)

Getting Started: Elicit suggestions for ideas that could be written on the cards. If you have access to cards from other games, show them to the class.

You got out of bed in a good mood: go ahead four steps.	Your spouse got to work late: go back two steps.

Have two lists of two-word verbs in sight. One list should have two-word verbs used for advancing or returning, e.g., go ahead, go forward, move ahead, get on, forge ahead, push on, head on, sally forth, go back, get back, fall back, come back, put back, back track, turn around, lose ground, run back and move back.

The other list should have two-word verbs used for the circumstances written on the cards, e.g., run into, got to, turn on, get out, look for, pick up, call up, go off, throw up, chew up, look up, go out, drum up, look out, keep on, tear off, put on, let up and come into.

Also, put up this format for the students to follow:

Name of the Game

Idea

How to Play

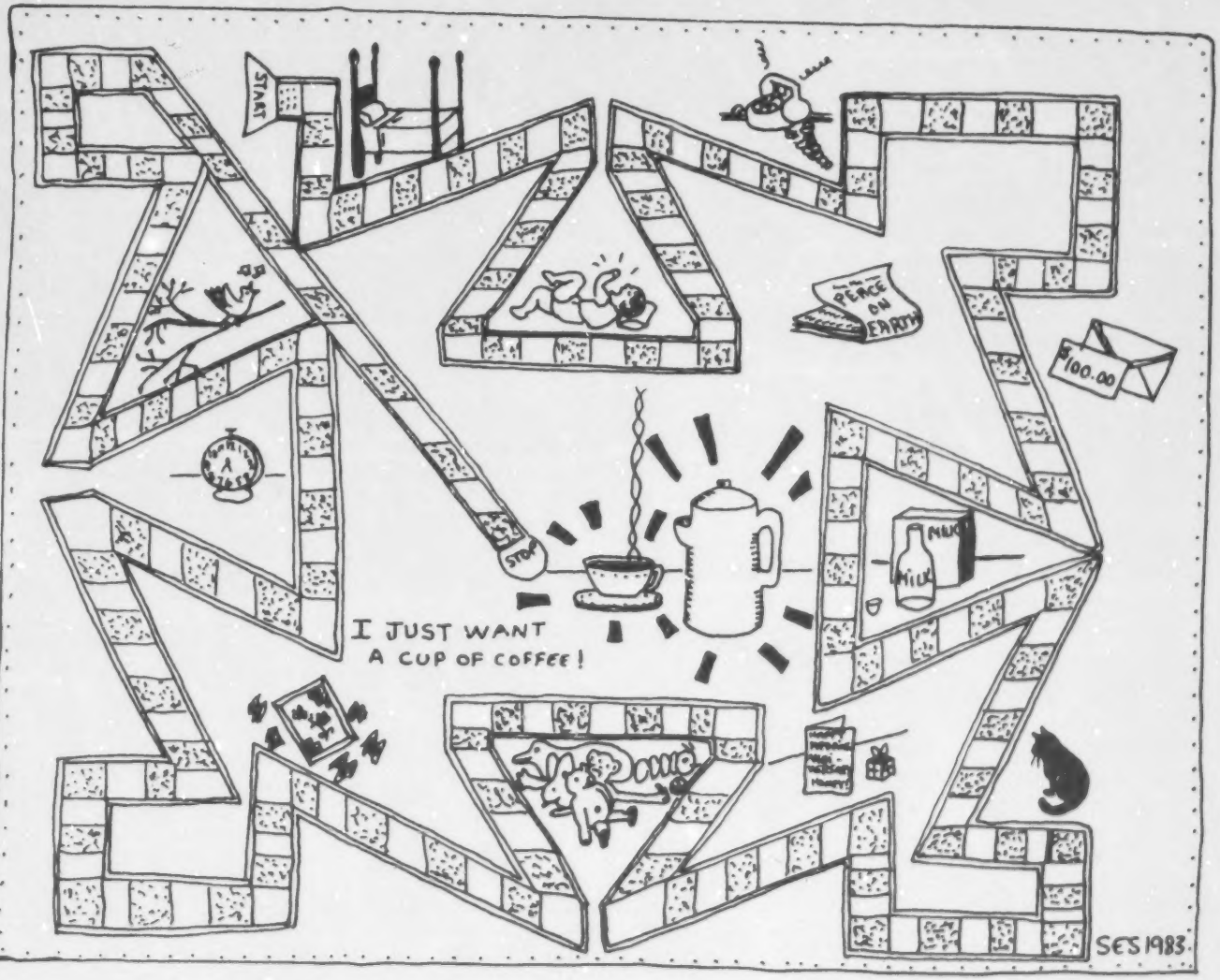
Who is the winner?

Directions: "Make at least twenty cards, five cards for each person, with directions on them. There should be a reason why the player must move forward or backward followed by how many steps he can move. Then, as a group, write the directions for the game and explain how to play it."

Follow-up: Play the game with your team. Make modifications if necessary.

Further Activities: Exchange games in the class and play them with each other.

Make a list of words and phrases that occur while playing games. For example: "Whose turn is it?" and "It's my turn next."


START
PEACE ON EARTH
$100.00
STOP
MILK
I JUST WANT
A CUP OF COFFEE!
DONE
SES 1983

POSSIBLE RESULTS

I JUST WANT A CUP OF COFFEE!

FORWARDS

You ran into good luck: go forward two steps.

You turned on the radio: go forward five steps.

You combed out the snarls in your hair: move ahead six steps.

You woke up, stretched and yawned: go forward seven steps.

You took in some fresh morning air: move ahead four steps.

You marvelled at the sound of a bird's song: walk ahead five steps.

You sang out one of your favorite tunes: advance three steps.

You got out of bed in a good mood: go ahead four steps.

A telegram arrived that said you came into some money and enclosed a check for $100.00: advance three steps.

The morning paper declared Peace on Earth: move ahead ten steps.

You put on your clothes without interruption: go six steps forward.

You made up the invitation list to your wedding anniversary party: push ahead five steps.

You made it to your bathroom and brushed your teeth: move ahead two steps.

POSSIBLE RESULTS

I JUST WANT A CUP OF COFFEE!

BACKWARDS

Your spouse got to work late: go back two steps.

A picture fell off the wall and you had to pick up the broken glass: back track one step.

The electricity went off so you had to call the electrician: move back one step.

The roof caved in and you had to call a roofer to repair it: go three steps backwards.

The sink is plugged up so you have to call a plumber: push back one step.

The cat threw up on the carpet: move back two steps.

Your baby's crying does not let up: go back one step.

Your baby messed up the playroom just after you had picked it up: go back over your last three steps and stay there until your next turn.

The dog has chewed up your favorite slippers: go back one step.

Your oldest child tore open a new stuffed animal: go back two steps.

The neighbor's car won't start up and he has asked you to help out by pushing it: go back four steps.

You were out of fresh milk so you had to mix up some powdered milk for the baby: go back two steps.

The telephone keeps on ringing: the other player has two turns.

POSSIBLE RESULTS

NAME OF THE GAME: I JUST WANT A CUP OF COFFEE!

IDEA: The idea is to move the player forward from the bed to the cup of coffee by drawing a card, reading it out loud and following its directions.

HOW TO PLAY:

Each player finds an object to represent him on the gameboard, e.g., paper clip, button, dime, etc.

Place the object on the START step.

Mix up all of the cards with the directions on them.

Place the cards upside down in the middle of the players.

Taking turns, draw a card from the pile.

Read the card out loud.

Follow its instructions.

Put the card at the bottom of the pile of cards when finished.

Whenever a card says to go backwards, the player must say, "I just want a cup of coffee!" with lots of expression!

WHO IS THE WINNER?

The winner is the player who gets to the cup of coffee first.

NAME OF ACTIVITY: SELF-PORTRAIT COLLAGE

Language Skills Reviewed: "wh" questions, giving personal information

Time: one class period (The art activity can be done for homework.)

Number of Students: individual students

Idea: The idea is to make a collage from magazines, catalogues or newspapers that show a person's interests, characteristics or dreams, thus becoming a kind of self-portrait which is then followed by a somewhat structured sharing and talking about oneself.

Presentation to Students: "You're going to look through these magazines and find pictures of things you like or things that you do or things you wish you had or could do. You can also look for people who have similar physical characteristics to yours. You could also include words that are important to you and you can also include some things that you do not like if you want to. When you find these pictures, cut them out. Then, after you have collected a little pile of pictures, you'll paste them onto a piece of paper so that they overlap and cover most of the space on the paper. These pictures might go in any direction: right side up, upside down, etc. Then you will be in groups of three and you will ask each other questions about yourselves based on the pictures in your self-portrait collage."

ART ACTIVITY

Time: one half of a class period (This can be done for

homework.)

Materials: scissors, rubber cement, 9 x 12 construction paper, magazines, newspapers, catalogues, advertising flyers.

Getting Started: Look at the magazines at hand and discuss what kinds of pictures they have that the students might use. Have handy an example to give the students a visual idea of a collage and how one could be made from pictures in a magazine. The idea of overlapping edges and putting one picture down without blocking out the key part of another picture is a difficult concept for some people to grasp and do. The tendency of some people is to line up their pictures horizontally with spaces in between them.

This list of questions could be posted to help the students choose the pictures they will use in their collage:

What are you interested in?

What do you do?

What do you like to do?

What do you look like?

What are some of your wishes?

What things do you like?

What things do you not like?

What is something that you are proud of?

What clothes do you like to wear?

Where is a place that you would like to visit?

What food do you enjoy eating?

Directions: "Cut out at least six pictures that you feel represent something about you. Paste them on a piece of

paper. Overlap them. Begin in the center, using the large pictures first, then work out towards the edges, using the smaller pictures. Try to cover up the entire paper, but don't let one picture cover up another one that represents you."

LANGUAGE ACTIVITY

Time: one half of a class period

Materials: No materials are necessary for the students; but the teacher might want some materials to help with error corrections, if that is going to be incorporated into the lesson, such as chalk and a blackboard or butcher paper and markers.

Getting Started: The self-portrait collages are a means for people to get to know each other. These questions are a result of looking at someone's collage in particular. Have similar questions prepared in advance and posted within view of the students near the collages used as examples.

Is this a fish?

Do you like flowers?

Are these people in your family?

What does this picture show about you?

Why is a __N__ in your collage?

What does this __N__ mean in your collage?

Here are some questions which might come up because a student's curiosity has been aroused by the self-portrait collage.

Is there something that you are proud of that is not

included in your collage?

Is there something that you think is unique or interesting about yourself, something which is not included in your collage, that you would like to share with us?

The questions used in the art activity for "Getting Started" could also be used by the students. Have the students work in triads.

Directions: "Get into groups of three. Ask each other five questions about the collage. Ask each other one question at a time: A asks B, B asks C, C asks A and continue until everyone has finished asking five questions."

Follow-up: Post on a bulletin board or the wall. Have students walk around the room and see if they can recognize portraits of people outside of their triad. Talk about whom they have guessed and why they knew that a certain collage represented a particular person. They could also ask some of the same questions as in their triads, only more informally.

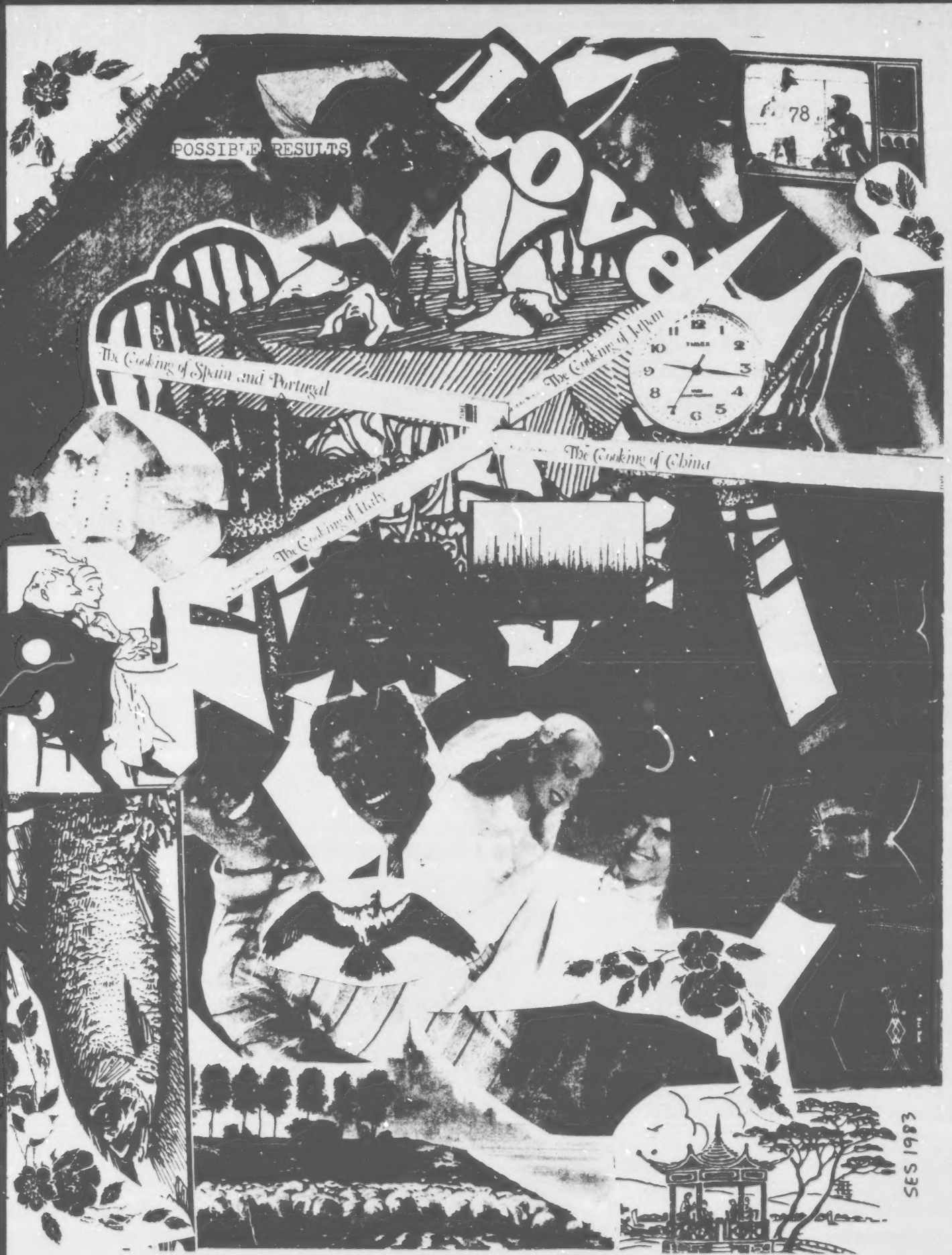
Further Activities: Introduce someone in the triad to someone outside the triad based on the information obtained in the triads.

Write up a description of yourselves based on what you have put into your self-portrait collages.

Do the exercise in the third person singular instead of the first person singular when talking about the collage.

Read them out loud and ask the class to guess who has been described.

Exchange collages and write an impression of another student based on the pictures in the collage. Then discuss the results to see if the information is correct.


LOVE
POSSIBLE RESULTS
78
The Cooking of Spain and Portugal
The Cooking of Japan
The Cooking of China
The Cooking of Italy
SES 1983

POSSIBLE RESULTS

Q. Why does your collage have a picture of France?
A. I'm interested in travelling.

Q. Why does your collage have a painting of ships?
A. I'm interested in art.

Q. Why is there a picture of a T.V.?
A. I enjoy watching T.V.. Some of my favorite programs are Masterpiece Theatre and The Muppet Show.

Q. Why does your collage have pictures of people eating?
A. I'm interested in gourmet cooking.

Q. Why does your collage have faces of men?
A. I'm interested in men.

Q. What do the pictures of the big house and Chinese pagoda mean?
A. They mean that I want to marry a romantic man and live in a castle. I also wish that I could visit mainland China with him.

Q. Do the pictures of clocks mean that you like clocks?
A. No. It means that I don't like running my life by the clock.

Q. Do you have any children?
A. No, but I would like to have children. My mother thought that I would have at least a dozen children because I like them very much.

Q. What do the flowers mean about you? Do you have a garden?
A. The flowers mean that I like Nature. I put them in my collage because I thought it would look prettier if I did.

NAME OF ACTIVITY: OBITUARY

Language Skills Reviewed: simple past

Time: one class period (The art activity can be done for homework.)

Number of Students: individuals or pairs

Idea: The idea is to write an obituary for a person who is either real or imaginary and of whom the student has made a picture.

Presentation to Students: "You are going to pretend that someone has died and you will be responsible for writing that person's obituary."

ART ACTIVITY

Time: one quarter of a class period

Materials: pencils, erasers, sharpeners, 9 x 12 drawing paper, thin-point black pen

Getting Started: Bring in obituaries that appear in newspapers that include photographs of the deceased.

Directions: "Draw a picture of a person's head and shoulders."

LANGUAGE ACTIVITY

Time: three quarters of a class period

Materials: pen, notepaper

Getting Started: Have this format within sight of the students. Go over it with the students and make sure they understand it. Include other ideas that students might have.

Name of address died day at place . He/She worked at name . He/She married name on date .

He/She attended __high school__ and graduated from __university__. He/She travelled to __countries__ and was interested in __hobbies__.

He/She is survived by his/her __family member__, __name__, and by his/her __family member__, __name__.

Directions: "Write an obituary for the portrait you have drawn. Use the format on the board."

Follow-up: Have individuals read obituaries to each other or pairs read their obituaries to other pairs. If possible, share the obituary reading with the whole class. Post the obituaries next to the portraits for sharing and observation.

Further Activities: Change the verbs in the obituary to the past conditional. For example: "He would have graduated from the North Pole Vocational School if his cousin hadn't needed him to work immediately."

Choose one event in the person's life and elaborate on it.

Discuss the people in the obituaries and decide whether you would have liked them or not; state reasons why.

Pass a few of the portraits around in small groups. Have each group write down people's "first impressions" of the person from looking at the picture. After all of the groups have listed their impressions, collect the portraits and post them on the board. Have each group read its list while the teacher writes down all of the adjectives used on the board. Have the class expand

the adjective list by coming up with as many synonyms as possible to the words already on the list.

From the information obtained in the obituaries, introduce one person to another person as if they were both still alive.

POSSIBLE RESULTS

Jacques Klaus

Jacques Klaus of North Pole East died Friday at the home of his cousin, Santa Claus, at the North Pole. He worked at his famous cousin's workshop. He married Helga Kringle on December 25, 0005 A.D..

He attended the local North Pole East public schools and graduated from the North Pole Vocational School. He specialized in toy-making and was an expert at making Jacks-in-the-Box. He travelled to every country on this Earth on the nights when he substituted for his cousin, Santa. He was interested in rooftops, chimneys and trees of all nations. He is survived by his wife, Helga K. Klaus, and his children, Fritz, Hilda, Heida, Kris, and Helmut who remain at North Pole East with their families.

NAME OF ACTIVITY: BOOK COVER

Language Skills Reviewed: Part I: Writing a biography,
Part II: Writing a summary

Time: one class period for language activity Part I,
one class period for language activity Part II
(The art activity can be done for homework.)

Number of Students: individuals or pairs

Idea: The idea is to create a book cover of an imaginary book and write the author's biography and a summary of the book for the inside flaps of the cover.

Presentation to Students: "We're going to make book covers. This is really a chance to make a picture of anything you want and give it a title. Then you can write the biography of the author that also goes on the book cover. The author can be yourself or a friend of yours or it can be someone in your imagination. You'll also be writing a summary of the book."

ART ACTIVITY

Time: one half of a class period (This can be done for homework.)

Materials: pencils, erasers, 9 x 12 drawing paper, thin-point pens, rulers for lettering, markers, colored pencils, crayons

Getting Started: Bring in book covers (dust jackets) to show how the layout is divided up: front cover, back cover, two inside flaps. This format can be modified or changed to suit the purpose of the class. My example includes only a front cover, a summary, and an author's biography.

Directions: "Draw a picture for a book cover."

LANGUAGE ACTIVITY: Part I Writing a biography

Time: one half of a class period

Materials: pencils, erasers, notepaper

Getting Started: Have this format visible to the students. Go over it with the students to make sure they understand how to use it.

Author's name, birth date, and birthplace:

the author's name was born on birth date in town, state, country .

Family background:

His/Her mother/father/grandparents etc. is/are name and name .

Conditions that inspired this book:

He/She was adjective, in a location, verb .

He/She had a particular experience .

Titles of other books he/she wrote:

He/She has also written _____, _____, _____, and _____.

He/She also wrote _____.

Current project:

He/She is now writing/making _____.

Places of employment:

He/She has taught/worked/held workshops at specific places .

Family and address:

He/She is married to name where they live with their children, name and name and name in town .

Directions: "Write a biography for the author of the book that you made a cover for. Use the format on the board."

Follow-up: Have the students read their biographies to each other with their book covers visible. Post them on the wall for sharing.

LANGUAGE ACTIVITY: Part II Writing a summary

Time: one half of a class period

Materials: pencils, notepaper

Getting Started: Have this format visible to the students and be sure that they know how to use it. Basically, the students are just filling in the blanks.

Subject or content of the book:

__Title of book__ is about _____.

Uniqueness of the book:

This book is special because it _____.

Enthusiasm for the book:

The part of the book that is particularly interesting is _____.

Benefit of reading the book:

The reader will learn/see/consider what/how _____ if he reads this book.

Sales pitch:

All people in __a field of study or interest__ should have this book.

This book is a "must" for __people with a particular interest, people of a particular category__ .

Directions: "Write a summary of the book that you made a

cover for. Use the format on the board.

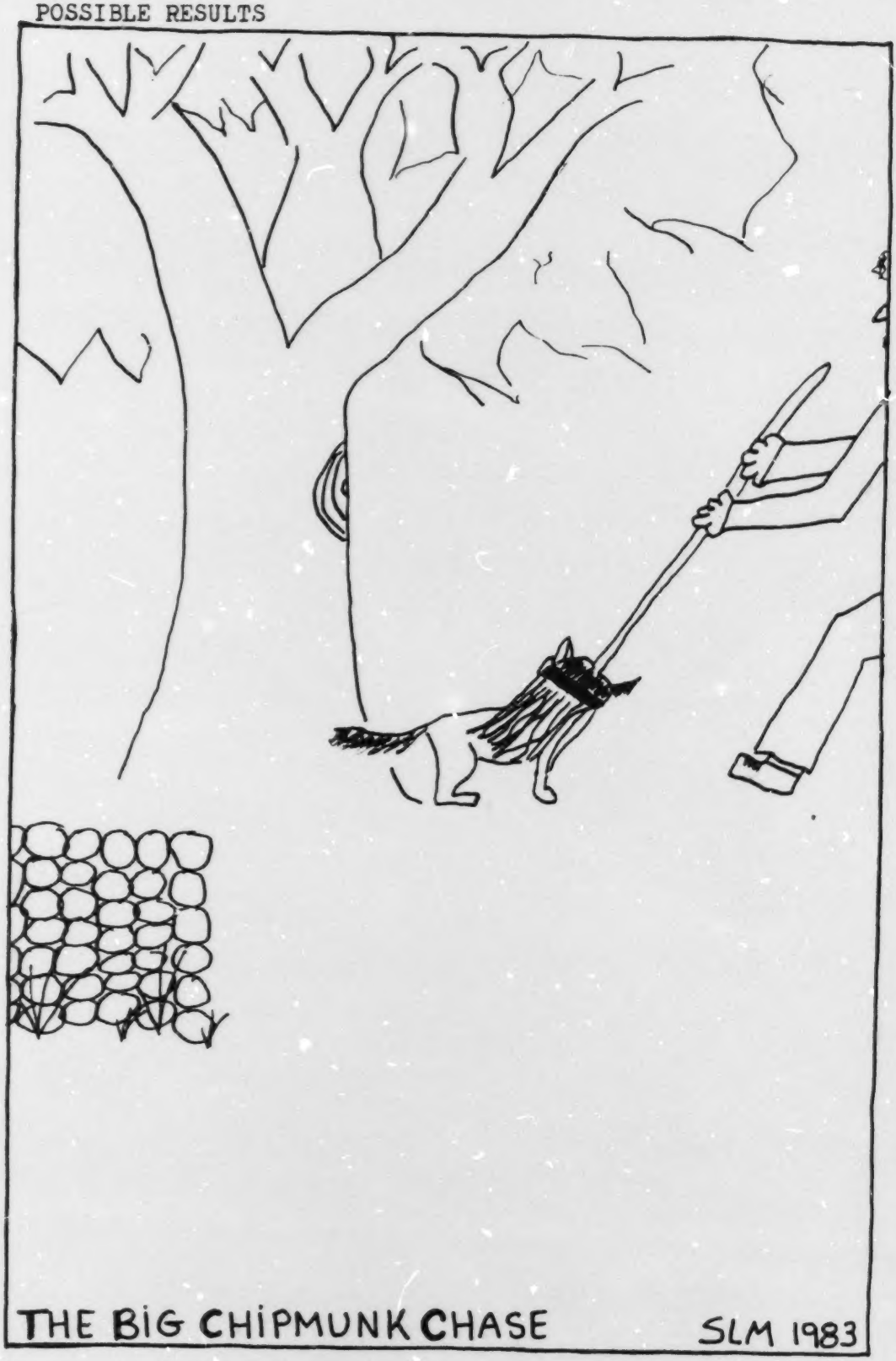
Follow-up: Have the students read the summaries to each other with the book covers visible. Post them on the wall for sharing.

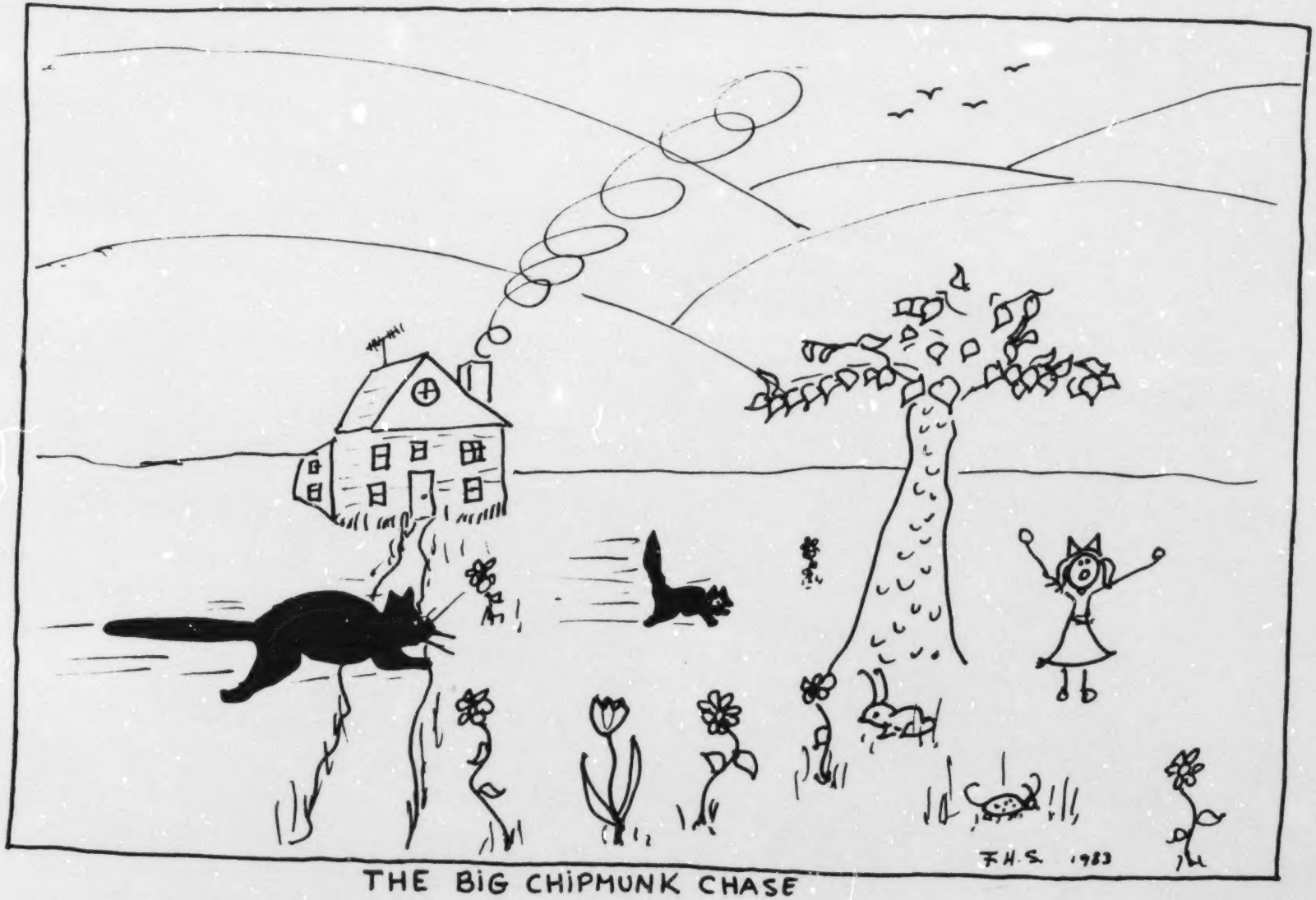
Further Activities: Write an eye-catching advertisement for the book using direct quotes from it.

Ask yes/no questions about the book's author and try to find out as much as possible about him.

In groups of three, have each student "introduce" someone else's book as though he were a book salesman.

POSSIBLE RESULTS





THE BIG CHIPMUNK CHASE

BEST COPY AVAILABLE

The BIG CHIPMUNK CHASE is about the thoughts and dreams of a middle-aged cat as he sits for hours stalking the chipmunk who lives in the woodpile behind the house. This book is special because it is the first story ever genuinely told by a cat: Yobo, Super Cat!

The part of the book that is particularly interesting is his account of when he proudly brings the chipmunk to the back door to bring it into the house and he is met by the strawend of a broom, scoldings and a slammed door. He relates how he reacts to human reaction to his having achieved his life's dream and ambition. The reader will learn directly how a cat's mind works without the usual human interpretation given to simply a cat's behavior.

This book is a must for all cat owners!

Yobo, Super Cat, was born on May 15, 1976 on Hoxsey St.. His mother, Kathmandu, is pure Siamese. His father, who is unknown, left his mother before birth. Yobo, Super Cat, is a beautiful 15 pound black cat with white markings in the Traditional spots: chin, paws and stomach. Since he was a kitten, he has been very verbal, one of his mother's strongest characteristics.

Confined to the house by his mistress, his imagination developed at an early age. From his apartments in Williamstown and Bennington he always imagined what it is like to be a big hunter in the vast outdoors.

His dream came true the year his mistress went away to school. He was put outdoors on a string hitched up to the woodpile every day. That is when he could finally tell his story of the BIG CHIPMUNK CHASE!

Yobo also wrote THE BIRD ON THE BALCONY, THE MOOSE UNDER THE BATHTUB, and VIEW FROM A WINDOW. He is now writing TO KILL AN EARLY BIRD and I DON'T LIKE SNAKES.

Yobo, Super Cat, is living with Sally in Williamstown, Mass..

SES 1983

NAME OF ACTIVITY: WISH PICTURE

Language Skills Reviewed: use of remote (simple past) with "wish" and conditional

Time: one class period (The art activity can be done for homework.)

Number of Students: individuals for the art activity, pairs for the language activity

Idea: The idea is to give the students part of a picture from a magazine that is glued to a piece of paper. The students are to complete the picture in their own way which includes a wish or a dream that they have had sometime in their life. Then they will write a composition that begins, "I wish I were _____ ", or "I wish I had _____ ", or "I wish I could _____ " and continues using the remote form of verbs.

Presentation to Students: "You will have a part of a picture on a piece of paper. You will complete the picture by adding a wish or dream you have had sometime in your life, a childhood wish or a recent one, or maybe it could be a daydream or fantasy. The wish could be realistic or totally impossible. Maybe it will be a wish you never had until today in class when you see part of the picture."

Preparation of Materials: Look for pictures in magazines that lend themselves to fantasy such as very expensive material things or pictures of far-away places or pictures of people enjoying themselves together or of beautiful landscapes and animals. Paste parts of these pictures on

9 x 12 drawing paper with rubber cement. Make a few extras so the students have more of a choice.

ART ACTIVITY

Time: one half of a class period

Materials: thin-point pens, colored pencils, markers, crayons

Getting Started: Hold up some of the prepared papers and discuss briefly different ways the pictures could be completed by including dreams or wishes. Students choose a picture.

Directions: "Finish the picture and include one of your wishes in it."

LANGUAGE ACTIVITY

Time: one half of a class period

Materials: pens, notepaper, composition paper, dictionaries

Getting Started: In pairs, have each person tell the other one his wish and all the things that could happen if that wish actually came true. They could exchange ideas and give each other more ideas. Then they will write a paragraph or two about their wish on composition paper. The following sentences could be on the board for the students to use as writing guidelines:

I wish I were __adj./ N__.

I wish I could __V__.

I wish I had __N__.

If I were __adj./N__ I could/would __VP__.

If I could __V__ I would __VP__.

If I had a __N__ I could/would __VP__.

Directions: "Use the guidelines for writing and write as many possibilities as you can think of that you wish were true. Use the other person in the pair for ideas and help with the language."

Follow-up: In pairs, share the pictures and writing. Post the pictures and sentences on the wall. They could also be shared with the whole group.

Further Activities: One student relates what another has said using indirect speech. For example: "Sally wishes she were rich."

Have a values clarification discussion on what it would be like if all wishes came true.

Discuss the idea that dreams are the stuff that men are made of.

Recall wishes from childhood. Share and compare them with each other and with wishes held now. How have they changed?

POSSIBLE
RESULTS
MAISON DE
STOCKING
SALLY'S
ENTRANCE
A LA MAISON DU CHAT, PARIS

POSSIBLE RESULTS

I wish I were rich! I wish I had a mansion to live in. If I were rich I would decorate every room differently. I would have an Oriental room, a Spanish room, a French Provincial room, a Colonial American room and an ultra modern kitchen. I would have a Japanese bathroom, an old European bathroom and an ultra modern American bathroom with a huge window overlooking a garden or something natural. I would have several maids, a lady-in-waiting and a gourmet chef. They would have separate working quarters and would live-in along with my hairdresser, gardener and chauffeur.

In my leisure time maybe I could finish a quilt I began several years ago, and I could finish knitting the afghan I have been working on for a while, too! I could paint and sketch and play with my cat. If my teacher friends came to town they could stay in the room of their choice. I could put the finishing touches on the canopy I have been making for the Colonial Room. If I were tired of being at home I could always take a drive around my estate in my Jaguar!

If I were rich I could invite Peter O'Toole and Richard Chamberlain to dine with me and Danny Kaye, too. Wouldn't that be wonderful? I think I would like all of this very much!

NAME OF ACTIVITY: HAZARDS

Language Skills Reviewed: use of conditional in conversation practice

Time: one class period (The art activity can be done for homework.)

Number of Students: pairs

Idea: The idea is to imagine a terrible hazard that could create new and difficult conditions for people. Then the students will make up questions about the hazard, using the conditional.

Presentation to Students: "Try to think of a situation, real or imaginary, that does or would present a potential threat or hazard, or danger of some kind. It might be a natural event, or a man-made event, or something that has never happened before or never could occur except in your imaginations. Examples might include floods, wars, earthquakes, or being invaded by creatures from another planet. Then you will have to think of some questions about that situation. The questions will begin with the word 'If'. You will ask your classmates these questions and they will have to answer them. The answers will also include the word 'If'."

ART ACTIVITY

Time: one fourth of a class period

Materials: pencils, erasers, sharpeners, 9 x 12 drawing paper, markers, colored pencils

Getting Started: Have the students give some examples of

hazards that they can think of. Write them down quickly where the students can see them.

Directions: "In pairs, make a picture of a hazardous situation. Write on the picture what is happening."

LANGUAGE ACTIVITY

Time: three fourths of a class period

Materials: pencils, notepaper, dictionaries

Getting Started: These questions could be on view for the students to use by simply filling in the blanks.

If a __N__ came, would people be able to __V__?

If we had a __N__, would there be any __N__?

If __N__ __V__ed, and __N__ were the result, could people still __V__?

If __N__ happened, would you be able to __V__?

If __N__ were __adj.__, then would __N__ be __adj.__?

Example: If E.T. were real, would you be afraid?

Directions: "In the same pairs, think of four questions about your hazard which begin with the word 'If'. You might want to use the question forms on the board to help you."

Follow-up: Have one pair at a time go in front of the class to ask its four questions. Pairs could also pair off with other pairs. Each person asks two questions. The pictures can then be put on display on the walls.

Example of follow-up conversation:

Q. If you saw a rattlesnake in front of you, what would you do?

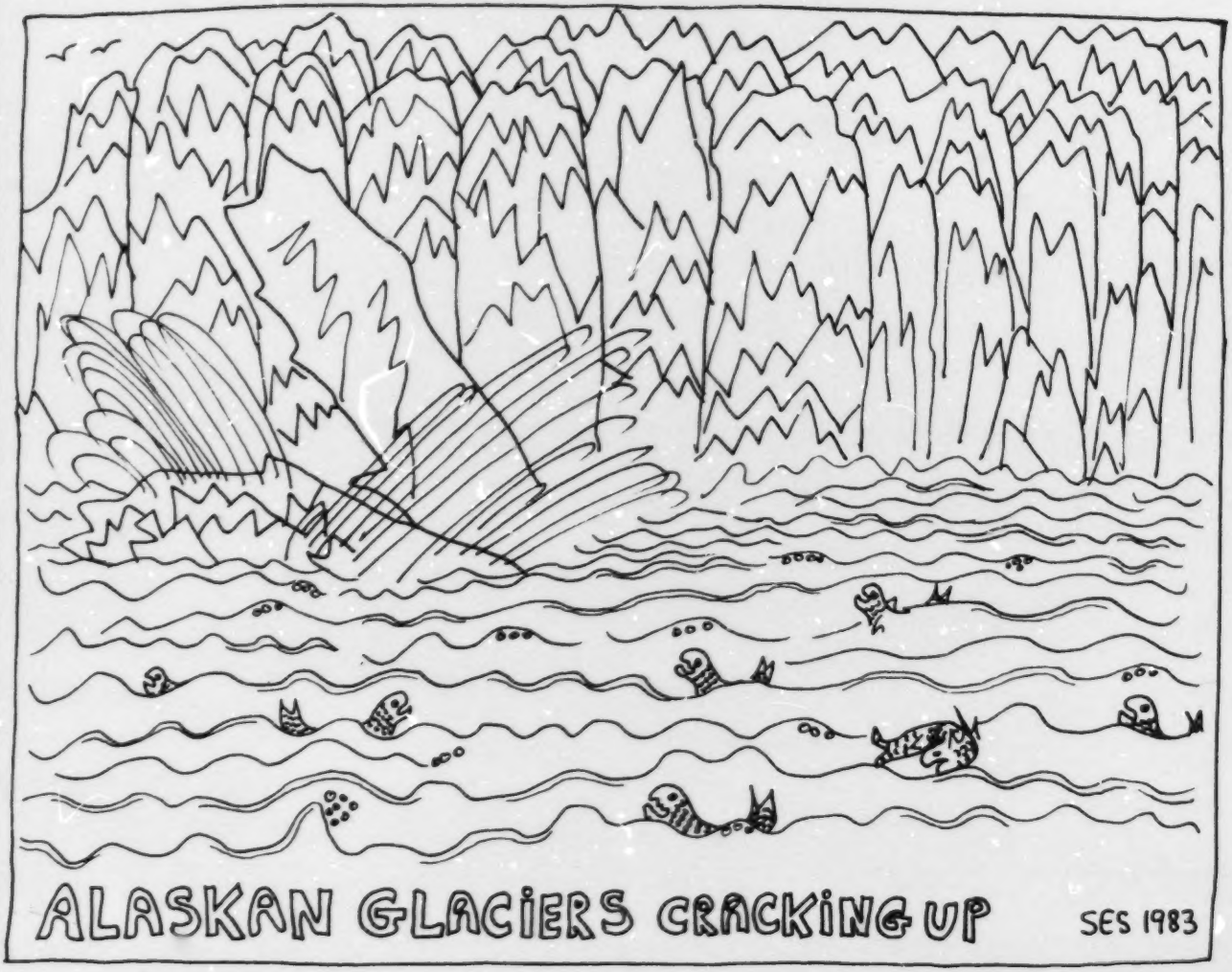
A. (If I saw a rattlesnake in front of me) I would turn around and run.

I have included the entire sentence because there are times when that answer pattern is used in regular conversation.

Further Activities: Ask "wh" questions about the hazard in the picture.

Discuss possible ways to prevent the disastrous results of the impending hazard.

Write an essay using adjectives to describe the hazard and what could happen if a disaster occurred or ways to prevent it.


ALASKAN GLACIERS CRACKING UP
SES 1983

POSSIBLE RESULTS

If the glaciers in Alaska began to melt too quickly, would the coastlines of North America shrink?

If many glaciers melted, would the water levels rise in all lakes and rivers?

If many glaciers melted, would there be more rainfall all over the world?

If all of the glaciers in the world melted, would the water cover all of the land on the Earth?

NAME OF ACTIVITY: SINGING SYLLABLES

Language Skills Reviewed: stress and intonation of multisyllabic words, vocabulary building

Time: one class period

Number of Students: groups of five to ten

Idea: The idea is to have each student think of a word with two syllables, three syllables, or four syllables, depending on their level of English, and have them make very quick drawings of the words that they have thought of. The pictures are put up on the wall so they can be seen by everybody. Then the students must make up a story that includes all of these things that the students have made pictures of.

Presentation to Students: "You will be trying to think of something big or small, alive or manufactured, maybe something you know about but have never seen. When you think of something then you will make a quick picture of it. Then you will hang up your picture with the rest of your group so that everybody in your group can see all of the pictures at once. When all of the pictures are up, each group of students will then make up a story that involves all of these things that you have made pictures of."

ART ACTIVITY

Time: one fourth of a class period

Materials: pencils, erasers, sharpeners, 9 x 12 drawing paper, markers, colored pencils, crayons, masking tape

Getting Started: Elicit from students a list of some things whose names have three syllables. Write them on the board. Have a few dictionaries handy for those students who are eager to find something obscure!

To save time, give each student some masking tape while they are working so they can hang up their own pictures as soon as they are finished.

Directions: "Draw a picture of something that has three syllables in its name. Hang it up on the wall when you are finished drawing."

LANGUAGE ACTIVITY

Time: three fourths of a class period

Materials: pens, paper, dictionaries

Getting Started: With all of the pictures posted and in view of the students, practice the pronunciation of all of the words until the students pronounce them correctly and with confidence.

Look at all of the pictures as a group and have the class decide if there is one thing that might be the main character or focus of the story. If necessary, get the students' minds going by demonstrating how to do it. For example: "I had bronchitis so I took some medicine."

Directions: "Each student will contribute at least one sentence of the story. Each sentence will have at least one three-syllable word in it. One word can be used more than once.

"One student will begin. The next student must

repeat the first sentence and then add on his own sentence. The next student repeats the first two sentences and then adds on his own, etc. The story will be memorized by everybody.

"The teacher is available for help but it is better if you help each other with grammar and pronunciation. One student in the group will write the story down. The rest of the group can proofread it afterwards."

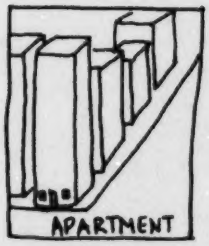
Follow-up: Maybe a couple or all of the stories can be read in front of the class, depending on how many groups there are. The pictures can be hung up in the order that they appear in the story alongside the written version of the group's story. These can be shared and enjoyed during free time and perhaps used as a vocabulary lesson or stress and intonation practice separately in another class.

Further Activities: Change the groups so that there are different combinations of pictures and do the exercise over again creating a new story.

Rearrange the same group of pictures to change the focus and write another story.

Individual students can write a story about the word chosen so that the word appears as many times as possible.

POSSIBLE RESULTS

1. 

5.

9.

2.

6.

10.

3.

7.

4.

8.

SES 1983

POSSIBLE RESULTS

The list of three-syllable words here has been made by looking at the ten pictures that were drawn on page 104. "/" indicates a strong accent on a syllable, and "-" indicates a weak accent on a syllable of the word.

1. apartment -/-
2. piano -/-
3. violin --/
4. basketball /--
5. museum -/-
6. typewriter /--
7. concerto -/-
8. lawnmower /--
9. Washington /--
10. masterpiece /--

THE SOUND OF MUSIC

One summer day, Mr. Washington was sitting in his apartment reading a book. However, the neighbors were outside playing basketball. His wife was using their lawnmower. His daughter was in the next room using the typewriter and his son was practicing the piano. It was too noisy for reading a book so Mr. Washington got up and went to the closet. He took out his violin, which was as old as a museum masterpiece, and he began to play his favorite concerto.

His son stopped playing the piano when he heard his father playing the concerto. His daughter also stopped using the typewriter. His wife stopped using the lawnmower. Even the neighbors stopped playing basketball. Finally it was quiet enough for Mr. Washington to continue reading his book.

NAME OF ACTIVITY: AUTHORITY FIGURES

Language Skills Reviewed: use of proper register, polite requests, commands, advice

Time: one class period

Number of Students: pairs

Idea: The idea is to make finger puppets with paper and mail-order catalogue heads. The patterns for the people are included here. Then students will then role-play different situations involving various authority figures they might come in contact with.

Presentation to Students: "We are going to make finger puppets, or paper people who fit onto our fingers. Then we will have to make up a dialogue to suit the people who are talking. There are different situations such as a parent and his child's teacher, a landlord and his tenant, a policeman and someone who has done something against the law but doesn't know it, a parent and his child, and so on. If you can think of other situations that you would like to practice or that you think will be useful to you, you are welcome to do that."

ART ACTIVITY

Time: one half of a class period

Materials: pencils, erasers, sharpeners, heavy typing paper, enough scissors, thin-point pens, markers, colored pencils, crayons, mail-order catalogues, transparent tape

Getting Started: The role plays should be written up

somewhere in view or written up on file cards so that the students have the people in mind for the finger puppets before they make the finger puppets. Copy the patterns of people with a copy machine, if possible; otherwise have the students trace the patterns or draw them free hand.

Examples of role-play situations:

PARENT AND CHILD'S TEACHER

The teacher has written a note home to the parent of a child who is doing poorly in school. The teacher wants to advise the parent how to help the child with his schoolwork at home. The parent reads only a little English and cannot understand what the teacher has written. The parent goes to see the teacher at school. The teacher has no idea that the parent cannot read English very well.

A LANDLORD AND A TENANT

The landlord has received a complaint from several of his other tenants that Tenant XX does not dispose of his garbage as frequently as is necessary so that it smells and attracts rats. The landlord pays a visit to Tenant XX to talk about this situation. The tenant does not realize that there is a problem since the garbage where he lived before always smelled and attracted rats.

A POLICEMAN AND A DRIVER

A driver has parked next to a yellow curb but he does not realize that this means he cannot park there. A policeman sees the driver when he returns to the car and tells him what he is doing wrong.

PARENT AND CHILD

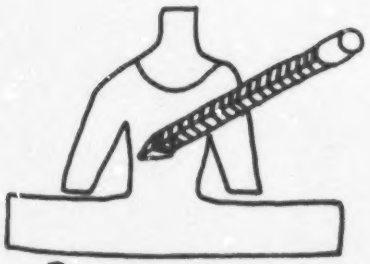
A child has misbehaved. He went to a friend's house for a couple of hours without telling anyone where he was. The parent wants to explain to the child what he has done wrong, why he should not do it again, and the consequences that will occur should he do anything like that again. The child, who is reasonable, has a difficult time understanding why this is wrong and tries to explain his position.

See if there are other situations that the students can think of other than the ones presented. Then have them choose the people they want to make finger puppets of.

Directions: "Choose two patterns for finger puppets who represent the two people in your role-play situation. Then find two heads in a catalogue that fit the figures. Cut out the patterns, leaving the tabs that go around your finger and not cutting the figure off at the waist. Color it if you wish. Then attach the head onto the figure with tape on the back. Trim off any tape that sticks out. To make the paper stiffer, if necessary, put a piece of tape down the entire back of the finger puppet so it won't flop over. Wrap the flaps around your finger loosely so that it fits like a big ring that goes on and off your finger easily. Rip or cut off the extra flap so that it ends in the back and does not interfere with the bottom part of the figure in the front."

Directions:

A. CUT



B. COLOR

C. CUT

D. ATTACH ON BACK

E. TRIM EXTRA TAPE

F. ADD TAPE FOR SUPPORT

G. TAPE FLAPS→

LANGUAGE ACTIVITY

Time: one half of a class period

Materials: pencils, notepaper, dictionaries

Getting Started: Review the types of language that would be used in polite situations.

Let the pairs get together to plan their parts. They will already have their role-plays picked out. Perhaps a time limit might be given to them for how long each pair will have to perform.

As they practice, circulate to all of the groups and listen to what they have prepared. Error correction could take place at this time.

Directions: "Have a dialogue between the two people in your role-play situation. It is important to remember to use polite conversation when speaking to a person of authority. The person of authority may or may not speak politely!"

Follow-up: Have pairs perform their role-play situations in front of the whole class, if possible, or in front of other pairs if time is a factor.

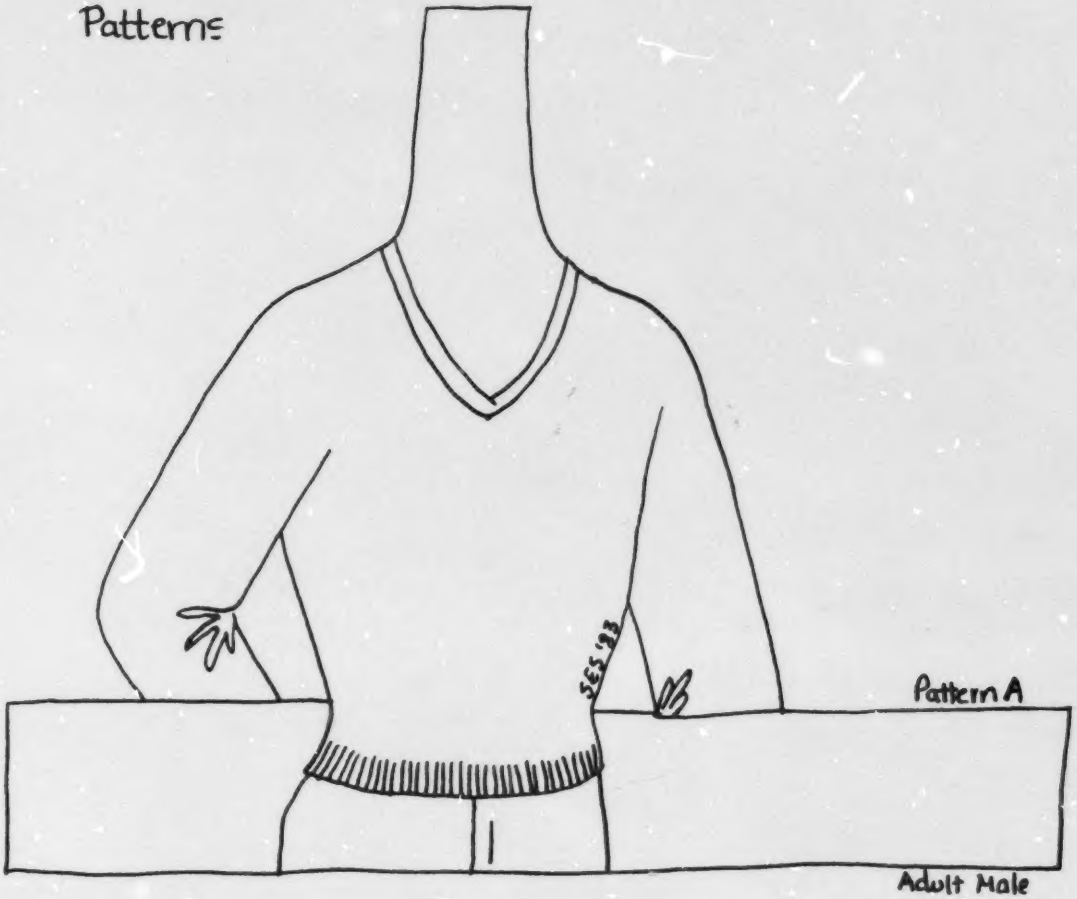
Further Activities: Role-play family situations, such as a dinner table conversation.

Role-play a situation involving two friends, such as an invitation.

Role-play a situation where two young friends are trying to decide how to spend the afternoon together.

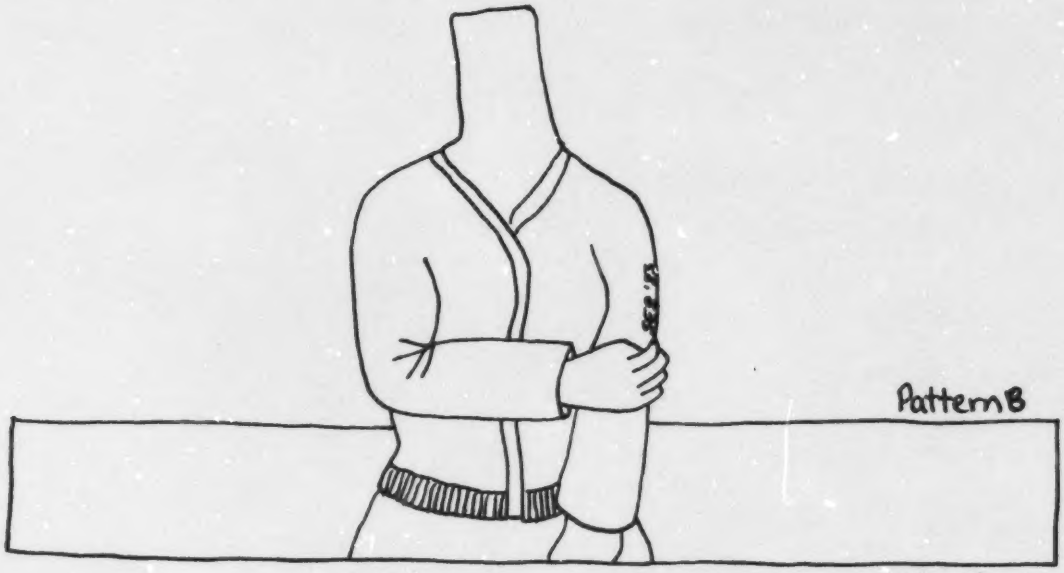
Role-play a situation that is humorous.

Patterns



Pattern A

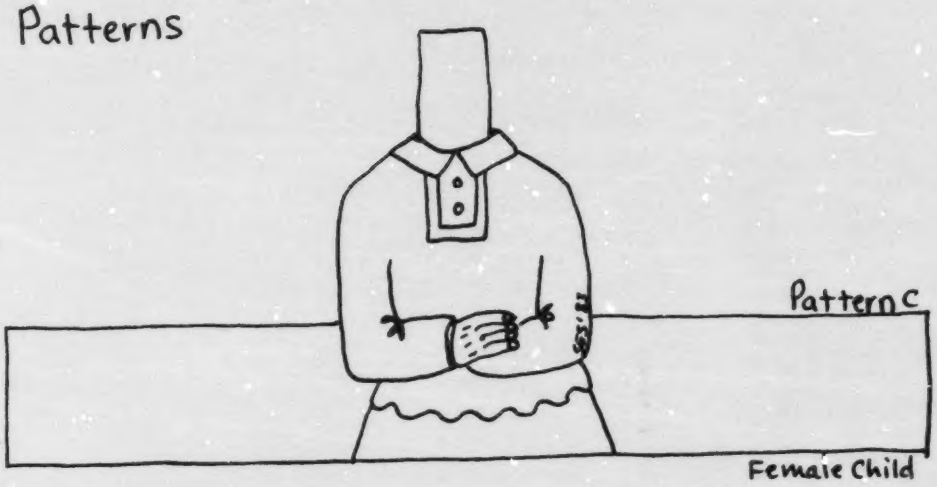
Adult Male

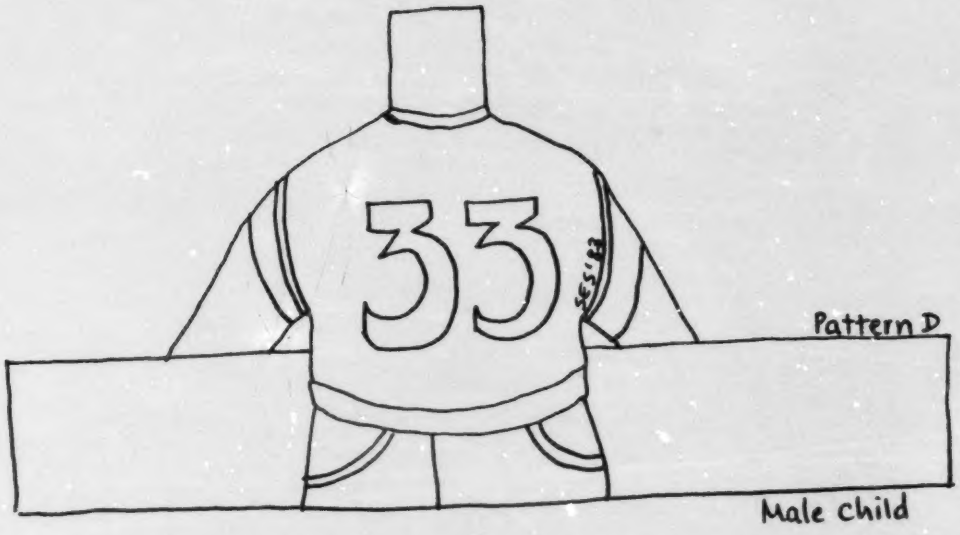


Pattern B

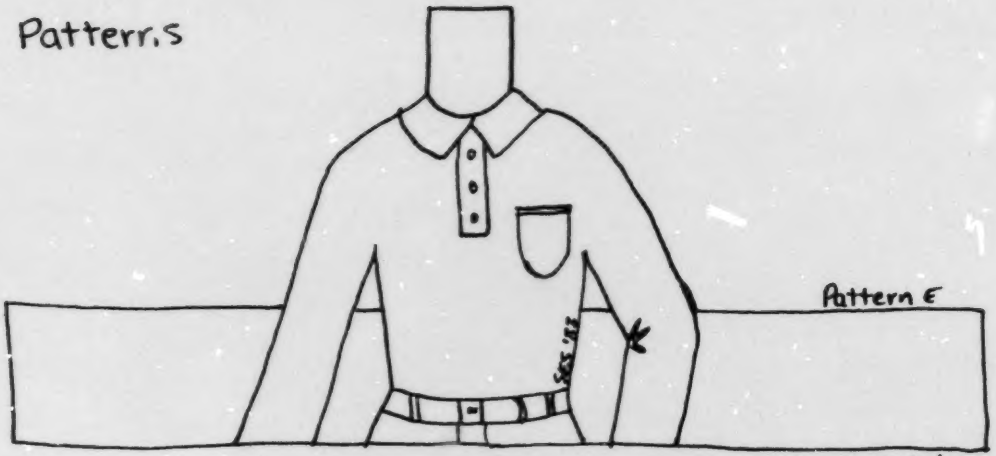
Adult female

Patterns



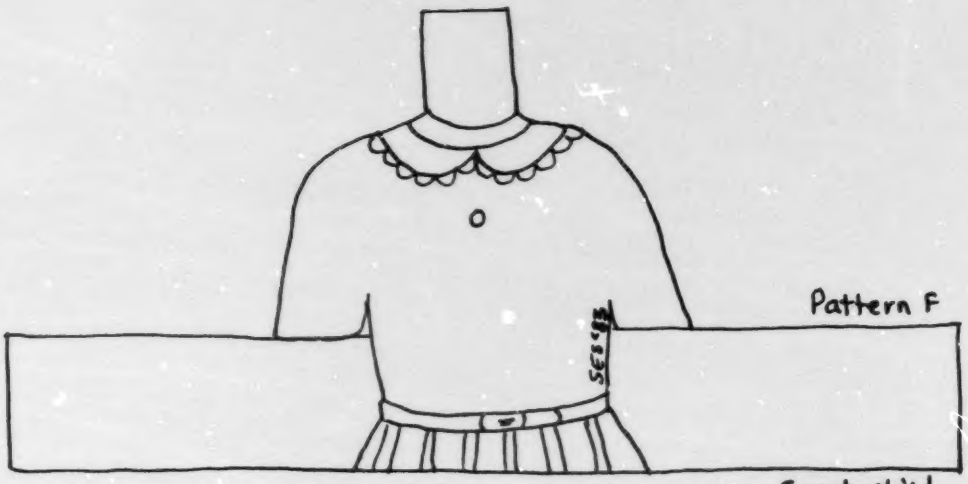


Patterr.s



Pattern E

Male Child



Pattern F

Female Child

Possible Results
A Adult Male
B Adult Female
C Female child
D Male Child
E Male Child
F Female child
33

POSSIBLE RESULTS

Landlord: "May I talk to you for a few minutes?"

Tenant XX: "Why, of course. Please come in. Have a seat. Would you like a cup of coffee?"

Landlord: "No, thank you. I have come here to tell you of a complaint your neighbors have made."

Tenant XX: "Oh, yes. What is it?"

Landlord: "Well, according to the other tenants, you do not dispose of your garbage frequently enough."

Tenant XX: "But I take care of it every two weeks."

Landlord: "Yes, but after two weeks it smells and it attracts rats. The other tenants dispose of their garbage twice a week."

Tenant XX: "Really? That is very often!"

Landlord: "Yes. I am afraid that I must ask you to do that same thing. We don't like the smell of the garbage, nor the flies, and we don't want the children here to be bitten by rats. They bring diseases."

Tenant XX: "Yes, I see. I'm sorry. I didn't know that my garbage is a problem for everybody."

Landlord: "Could you begin to dispose of your garbage twice a week beginning today? I can help you carry it down."

Tenant XX: "Oh, of course. I can begin today. Could you please take this can and I will take that one. Thank you very much!"

Landlord: "Thank you very much for all of us who live in this building!"

NOTES CONCERNING ART MATERIALS

For the art activities it is a good idea to have containers for the most commonly used art supplies for every table, if the students are in groups, or individual containers for individual students. Small fruit baskets, for example, such as cardboard apple baskets, or shoe boxes, that have the same supplies for each table, will save time when it comes time to pass out and collect supplies. Shoe boxes can be nicely stored when not in use, and fruit baskets have handles for carrying and are attractive.

The following is a description of some of the supplies that I have mentioned in "Materials". This might be helpful in either buying or ordering supplies for the art activities. The information has been taken from a popular art-supply catalogue used in many schools throughout the United Stated.

SUPPLIES

Pencils..standard #2 pencils, pencils with erasers are not necessary

Erasers..Everhard Faber RUBKLEEN, or a gum eraser

Sharpeners..if the classroom does not have a room pencil sharpener, I highly recommend the metal hand sharpeners, one per pupil

9 x 12 white drawing paper, 50 lb. or 60 lb. weight

Rulers..one foot or 300mm long

Pens..Razor-point pilot pen, Mexican Pelican Micropunto, Japanese NIJI pens, Thinrite Markers

Markers..remember that "permanent" colors are just that!

Water-color markers are not as bright as permanent markers but they can be washed out of clothing. Crayola markers, Magic Marker liquid crayons, Mr. Sketch, Arline, Lovett, Fiddlesticks are some brand names to look for.

String.. 16-ply white cotton twine, 1/2 lb. ball

Scissors..lefties: Fiskars makes some, but they are expensive. It is a good idea to have one pair of lefty scissors around. It is also a good idea to invest in good quality scissors that do not become unscrewed and fall apart. Right-handed scissors: 6" length, pointed.

Colored pencils..Eagle Verithin, Colorama, Venus or Mongol colored pencil sets. Also Berol Verithin colored pencils, Imperator, and Prismacolor.

Crayons..Besco anti-roll 16 color set (big, don't break easily and are good for coloring large areas quickly); Crayola wax crayons come in various numbers of colors. Kindograph, Kant Roll, Crayonex, Crayograph are other brands to look for.

Straight pins..Spartan Desk Pins, pins you buy at a sewing store

Glue..Elmer's Glue, Crayola Arts and Crafts Glue, Ross Washable Glue.

Rubber Cement..Ross Rubber Cement

Construction Paper..assorted school construction paper, Mexico has wonderful high gloss paper, Korea has incredible paper stores with a big selection of beautiful, hand-made papers including the grass and rice papers

Kraft Rolls..(butcher paper).. 50 lb. rolls come 18", 24", 30", 36" and 48" wide, and scrap paper..backside of most used paper!